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**EXPLORING STUDENTS' LEARNING STYLE DURING  
ONLINE LEARNING AT ENGLISH EDUCATION  
DEPARTMENT STATE ISLAMIC UNIVERSITY  
OF SULTAN SYARIF KASIM RIAU**

**THESIS**

**Submitted To State Islamic University Of Sultan Syarif Kasim Riau  
In Partial Fulfillment Of The Requirement For The Degree Of  
Magister In English Education**



**BY:**

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1443 H./2021 M.**



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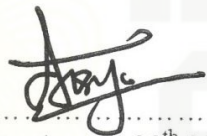
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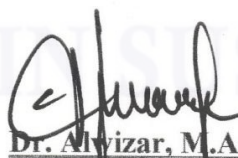
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3. **Dr. Zaitun, M.Ag.,** as Deputy Director of Post Graduate Program State Islamic University of Sultan Syarif Kasim Riau
4. **Dr. Alwizar, M.Ag.,** as the Chairperson of Islamic Education Postgraduate Program at State Islamic University of Sultan Syarif Kasim Riau and all staffs for the guidance, suggestions, and services during accomplishment of this thesis.



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## TRANSLITERATION GUIDELINES

### 1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	ء
ي	Ya	Y

## 2. Double Consonant

The double consonant is written double, for instance العمة written *al-ammah*

## 3. Short Vowel

Fathah is written *a*, for instance الشريعة (syari'ah), Kasrah is written *i*, for instance الجبالي (al-Jibali) and *dhommah* is written *u*, for instance زولو ما (zhuluman).

## 4. Double Vowel

وا is written *aw*, وا is written *uw*, يا is written *ay*, and يا is written *i*.

## 5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse *h*, for instance الشريعة is written *syari'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance al-maytatu in Arabic: الميتاتو

## 6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبد الله)

## 7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling

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## ABSTRACT

**Ahmad Fauzan, (2021): Exploring Students' Learning Style during online learning at English department of State Islamic University of Sultan Syarif kasim Riau**

This research aims to explore students' learning style. The study employed descriptive quantitative method. The participant of this study involves 16 students of English department. The data collecting technique used in this study were questionnaire. The result of this research discover four types students' learning style Visual, Aural, Read/Write and Kinesthetic (VARK) used by English students. The most preferred students learning style is Kinesthetic. The factors that affecting students learning style were physical, environmental, personality and teacher and learning Based on the data analyses the preferred learning style that used by students is Visual type and the most affected factors on students learning style is teacher and learning.

**Keywords:** *students' learning style, online learning*



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## ABSTRAK

**Ahmad Fauzan, (2021): Mengeksplorasi Gaya Belajar Siswa Selama Belajar Online di Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau.**

Penelitian ini bertujuan untuk mengeksplorasi gaya belajar siswa. Penelitian ini menggunakan metode jenis penelitian deskriptif kuantitatif. Partisipan dalam penelitian ini berjumlah 16 siswa dari jurusan pendidikan bahasa Inggris. Teknik pengumpulan data dalam penelitian ini menggunakan kuesioner. Hasil penelitian ini menemukan empat jenis gaya belajar siswa Visual, Aural, Read / Write and Kinesthetic (VARK) yang digunakan oleh siswa bahasa Inggris. Gaya belajar siswa yang paling disukai adalah Kinesthetic. Faktor-faktor yang mempengaruhi gaya belajar siswa adalah fisik, lingkungan, kepribadian dan guru dan pembelajaran Berdasarkan analisis data gaya belajar yang disukai oleh siswa adalah tipe Visual dan faktor yang paling terpengaruh pada gaya belajar siswa adalah guru dan pembelajaran.

**Kata kunci:** *gaya belajar siswa, online learning*

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## ملخص

احمد فوزان (٢٠٢١) : استكشاف بتعلم الطلاب على الانترنت بقسم اللغة الانجليزية  
الجامعة سلطان شريف قاسم رياو

يوجه هذا البحث راعرف طرق التعلم الطلاب وهذا البحث يستعمل طريقة دراسة و  
صفية كمية . المشتركون بهذا البحث ستة عشرة طالب من قسم تدريس الانجليزية. ومن هذا  
البحث توجد اربع طرق التعلم لهم، ومن هذه الطرق احب اليهم هي Kinesthetic (VARK)  
العوامل نؤثر طرق تعلمهم هي الجسمية والبيئية، والنفسية نؤثرهم يعنى معلمون وتعليمهم  
الكلمات المفاتيح : تعليم على الانترنت ، السوب التعلم

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Learning styles play an important role in the learning process. It determines how students interacts with his/her learning environment. Understanding the relationship between learning styles and the learning process, is one of the primary goals of learning styles research. Learning styles research is based on the theory that individuals have different stimulus sense modalities from which they prefer to absorb, retain and process new information (Cassidy & Eachus, 2000).

Learning styles refer to the method used by an individual to focus and retain new and difficult information. One of the significant challenge a teacher face is to be tolerant and matching the teaching strategies with the students' learning styles in order to recognize learning differences among their student's and also to improve their academic achievement (Tulbure, 2012).

Learning style refers to how students deal with their strengths and shortcomings in taking in and processing information, as well as how this affects their learning behavior. It provides rather consistent signs of how a student perceives, interacts with, and responds to the learning environment. Each person has his or her own best manner of learning anything and prefers to use his or her dominant style of learning all of the time. Some learners prefer visual images or presentations, while others like to study while listening to music, and yet others prefer hands-on activities. However, it is stated that "most succesful learners



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utilize both visualize and auditory input but slight preferences one way or the other may distinguish one learner from another, an important factor for classroom instruction” (Brown, 2000)

It is fimportant for teachers to understand their students' learning styles in order to develop an effective teaching strategy, because students will be more successful in absorbing knowledge if teachers adapt their teaching methods to their students' learning styles. Visual, auditory, and kinesthetic learning styles are the three types of learning styles. Some students like to learn via experience and practice as kinesthetic learners, while others prefer to learn through their eyes as visual learners or their hearing as auditory learners. Visual learning style is a method of learning that is linked to a student's vision or seeing in their reading comprehension and comprehension of new information. Auditory learners learn best by hearing, and therefore might be difficult to teach. They remember talks in great detail and have excellent linguistic abilities. People with a kinesthetic learning style absorb knowledge by physical means, most frequently through using their body or sense of touch to learn and comprehend the world around them (Febriyanti, 2014). According to Vester (1998: 117, as referenced in Rachma, Surarsyah, and Yufrizal, 2015), students' approaches can perceptually construct a learning profile using information stored in the memory via visual, aural, and kinesthetic sensations. However, only two learning styles are explored in depth in this study.

The information gained from learning styles research provides researchers with knowledge that can be helpful in improving the overall quality of learning as

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well as the learning environment. Knowing the importance of comprehending learning styles can not only help the student but help the teachers be more effective in their learning environment

According to Lohri-Posey (2003), learning styles indicate an individual's preferential focus on different types of information, the different ways of perceiving information, and the rate of understanding information. Learning styles are the general approaches – for example, global or analytic, auditory or visual – that students use in acquiring a new language or in learning any other subject. These styles are “the overall patterns that give general direction to learning behavior” (Cornett). Another definition about learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others. Having an understanding of the learning style preferences of students can provide effective learning strategies for teachers to use. Students who share a learning style that is attuned with the teacher remember information longer and are more optimistic about learning.

By making students aware of their specific learning style teachers can encourage them to realize the importance of appropriate learning styles for different disciplines or subjects and that such styles may hopefully be changed to suit changing learning situations. Students will not get benefit from teaching methods being mismatched to the student's styles of learning. As the teacher giving a learning climate that suits the unique learning styles of understudies they can learn better and be more agreeable in their own learning styles as opposed to adjusting to the varying showing styles of the teacher.

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The essential of learning styles became known in research about the year 1892 and was more likely first used by Thelen. The impression of learning styles was originally based on David Kolb's theories (Kolb, 1974). Kolb saw learning as a circular process where learning is viewed as a series of experiences with cognitive additions: concrete experience, reflection and observation, abstract concepts and generalizations, and active experimentation". Students who adapt their learning style to the tasks presented are considered to have a versatile learning style. Learning styles are more concerned with the ways in which students prefer to learn than what they actually learn. There are three primary concepts that make up the framework of learning styles: (1) information processing; (2) instructional preference; and (3) learning strategies (Cassidy, 2004).

Beside learning styles as and individuals's preferred or habitual ways of process in the knowledge and transforming the knowledge into personal knowledge. Each person has best way to learn. Some students may rely on image or presentations, others prefer to listening whiles studying and the others may respond better to hands on activities. Previous studies showed that individuals differ in their learning especially in language learning. Reid, (1987) has demonstrated that English as a Second Language (ESL) students varied significantly in their sensory preferences, with people from certain cultures differentially favoring the three different modalities for learning. Students from Asian cultures, were often highly visual, Koreans being the most visual, Hispanic learners were frequently auditory and Japanese were very non auditory.



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Researchers have found out that visual learning, kinesthetic and tactile styles, auditory styles and group learning are the variety of learning styles.

Since 2020 in Indonesia have different learning process. Usually the learning process taking hybrid learning on the class but now the learning process use online learning. Students and lecturer doing learning process with the online learning. According to Naidu (2006) defining online learning is an intensity of the use of information and communication technology networks in teaching and learning.

Online Learning is a learning process carried out using the internet network, with online learning can enable the delivery of information in the form of activities or applications such as websites using Information and Communication technology media in the form of internet and computer networks. Using online learning in the form of activity through the media can be done anytime, anywhere. Online learning has a characteristic that is superior that is not dependent on space, place and time. All teaching materials such as discussions, consultations on assignments, exercises, and exams are fully delivered via the internet using the application namely Google Meet or Zoom.

Based on the preliminary research, the researcher found some problems that appear in one of English Education Department at Riau Province. Some of the students not ready for online learning and the other are ready for online learning. Some students prefer the lecturer writing everything on the board. On that way they can read and then try to understand. But, some students prefer the lecturer

delivered them orally and they listen to understand. Meanwhile, there are students who prefer to form small groups to discuss questions related to the lesson.

In case of several facts and reasons above the researcher is interested to conduct the research entitle **“EXPLORING STUDENTS’ LEARNING STYLES DURING ONLINE LEARNING AT ENGLISH EDUCATION DEPARTMENT STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU”**

## 1.2 Statement of the problem

Based on the background above, the problem that faced by the students is the transition from the offline on the class into online learning from home. That make students changed their learning styles. They also have different types of learning styles. Having different learning styles make them developing their own perceptive of learning process. It also make them learn individually based on their own learning style. Meanwhile the lecturer use old teaching method that not suitable for the students learning styles. With this kind of style, the students can move forward improving their knowledge without assistance.

Students also did not have effort to study when teacher did not have suitable teaching strategies for their learning styles. Teacher should concern about this problem in order to assist the students achieve better result in acquiring information from the teacher. Learning styles are also important to be known by teachers who teach, including lecturers. That was because the optimal learning outcomes obtained if various differences such as habits, interests, and learning

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styles in learners accommodated by teachers through the choice of teaching methods and teaching materials that fit the learning style learners.

### 1.3 Limitation of Problem

In this research, the researcher limited the problem of the research to make it more focused. There are many interesting aspects to study about this research, but the researcher only focused on students learning styles during online learning.

### 1.4 Formulation of The Problem

The problems of this research are formulated in the following questions :

1. What are the students learning styles during online learning at English Education Department?
2. What factors that influenced students' learning style at English Department?

### 1.5 Objective of the Research

In conducting this research, the researcher aims to :

1. To describe the most preferred students' learning style at English department of state Islamic university of sultan Syarif Kasim Riau.
2. To describe the factors that influenced students' learning style English department of State Islamic University of Sultan Syarif Kasim Riau?

### 1.6 Significant of the Research

This study is projected to give more involvement to both of theoretical and practical improvement of teaching and learning process about learning style.

Theoretically, the researcher expects that this study can contribute or being reference in teaching and learning process.. Practically, this study can become literature or information, so that the other teacher can a better teaching and learning method dealing with their students' learning style.

### 1.7 Rational of Study

This research describes students' preferred learning styles during online learning using and describes the factors that influence students learning. Learning styles as and individuals's preferred or habitual ways of process in the knowledge and transforming the knowledge into personal knowledge. Each person has best way to learn. Some students may rely on image or presentations, others prefer to listening whiles studying and the others may respond better to hands on activities. Previous studies showed that individuals differ in their learning especially in language learning.

Reid, (1987) has demonstrated that English as a Second Language (ESL) students varied significantly in their sensory preferences, with people from certain cultures differentially favoring the three different modalities for learning. Students from Asian cultures, were often highly visual, Koreans being the most visual, Hispanic learners were frequently auditory and Japanese were very non auditory. Researchers have found out that visual learning, kinesthetic and tactile styles, auditory styles and group learning are the variety of learning styles. When learning a subject, learning a language, or coping with a challenging situation, the word learning style relates to the student's general approach (Oxford 2001; Reid 1998). The term "learning style" refers to a broad pattern of behavior. gives

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learning a wide direction and uses the same educational approach Some students adore him, while others despise him.

Finding students learning style during online learning makes teacher easier to choose the suitable learning material for the students. The suitable learning material makes students enjoy the learning process and eager to learn more with the teacher. The researcher agree with those theories about learning style, because learning styles is important aspect in learning process.

## **1.8 Definition of Key Terms**

The definitions of related terms in this study are stated as follow :

### **1.8.1 Learning style**

Learning styles are the characteristic of cognitive, affective, social and physiological behaviors that serve as indicators of how students understand information, interact with others, and respond to situations in the learning process MacKeracher (2004). Learning styles in this study is to describe the various students' learning styles.

### **1.8.2 Online Learning**

Online learning is a form of distance learning or distance education. According to Dabbagh and Ritland (2005), online learning is an open and distributed learning system using pedagogical tools (educational aids), which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful actions and interactions.

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## CHAPTER II

### THEORITICAL FRAMEWORK

#### 2.1. Learning Style

Learning style is the ways of students in absorbing and understanding the information or idea. In the other side, it could be said that learning styles is the preference ways in learning. Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.

Next, Celce-Murcia (2001) stated that learning styles as the general approaches that students used in acquiring a new language or in learning any other subject. Learning styles are the characteristic of cognitive, affective, social and physiological behaviors that serve as indicators of how students understand information, interact with others, and respond to situations in the learning process. In simply, learning styles are the characteristic ways in which an individual acquires, perceives, and processes information. (Mac Keracher, 2004).

Definition Learning styles are internally based characteristics of individuals for the intake or understanding of new information (Reid 1995) All learners have individual attributes relating to their learning processes. Some people may rely heavily on visual presentation; others may prefer spoken language; still others may respond better to hands-on activities. It is evident that people learn differently and at different paces because of their biological and psychological differences (Reiff 1992).

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A learning style is multidimensional (Kinsella 1996). Its elements can be classified into five stimulus categories: environmental elements (sound, light, temperatures, design), emotional elements (motivation, persistence, responsibility), physical elements (perception, intake, time, mobility), sociological elements (self, partner, team, mentor, varied), and psychological elements (global/analytical, impulsive/reflective) (Reiff 1992). Clearly, learning styles include not only the cognitive domain, but also the affective and physiological domains (Oxford, Hollaway, Horton-Murillo 1992).

According to Scaracella (1990) learning styles are cognitive and interactional patterns which affect the ways in which students perceive, remember, and think. Learning styles include an array of cognitive, affective (emotional and attitudinal), and social aspects. Learning style also defined as cognitive, affective and psychological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. In conclusion, there many aspects that related to learning style such as cognitive, affective, social, and psychological traits.

Learning styles is a component of personal character or persona. They may favor one kind of learning styles over another for dissimilar types of learning assignment, the fact remains that a learning styles preference imitates a person's own individual choice for the way to learn in certain circumstance. As individual's characters may modify over while, for example changes in preferences happen over period and normally as a consequence of acquaintance to dissimilar teaching or learning circumstances Wintergest (2002).

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Learning styles is defined as perception, thought, remembering or problem-solving of the individual in the way that he is used to do. (Allport, 1961). It is assumed that these definitions include cognitive processes and individuals use the learning style that they are used to (Şimşek, 2004). Allport who has studies on learning styles has used style concept in 1930 and then in 1961 he also concentrated on the individual differences among students (Peavler, 2007).

Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories (Ehrman, 1996).

Learning style is that consistent pattern of behavior and performance by which an individual approaches educational experiences. It is the composite of characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment. It is formed in the deep structure of neural organization and personality molds and is molded by human development and cultural experiences of home, school, and society. Taking advanced cognitive processes Keefe has explained lasting cognitive, affective and physiological characteristics after how the student perceived the environment and how he interacted with his learning environment. He has also stated that the individual having these explained style characteristics is under the influence of genetic code,



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personal development and strong environmental adaptation. To him, learning styles has cognitive, affective and environmental aspects (Açıkgöz, 1996).

Ellis (2005) defines learning style as “the characteristic ways in which individuals orientate to problem-solving”. Learning style is a consistent way of functioning, which reflects underlying causes of behavior. Cornett defines learning style as the overall patterns that will give general direction to learning behavior while according to Dunn and Griggs, they define learning style as the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others.

Learning style is described as individualistic differences in approach within the process of information receiving and processing Kolb in Cabi and Serpil (2012). In more general terms, it can be defined as the preferences of individuals in the methods of information gathering, organization, thinking and interpreting Davis in Okur & Bahar (2010). The process of information from the teacher is vary they have own individuals methods while gathering information from the teacher or lecturer.

Learning styles have six interrelated aspects: cognitive, executive, affective, social, physiological and behavioural. (Willing, 1988, and Wallace & Oxford, 1992, cite four elements, but a system of six elements is more accurate and more encompassing.) (1) Cognitive elements include preferred or habitual patterns of mental functioning (often called 'cognitive styles'). (2) The executive aspect deals with the degree to which the person seeks order, organisation and closure and manages his or her own learning processes. (3) The affective aspect

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reflects clusters of attitudes, beliefs and values that influence what an individual will pay most attention to in a learning situation. (4) The social contribution concerns the preferred extent of involvement with other people while learning. (5) The physiological element involves at least partly anatomically-based sensory and perceptual tendencies of the person. (6) From the standpoint of behaviour, learning style relates to a tendency to actively seek situations compatible with one's own learning preferences.

In conclusion, learning styles are a consistent way that doing by the students in capturin information, how to remember, think, and solve the problems. Learning styles is manner of an individual to perceive and process information in learning situations. It is the favorite style that use in their learning process. Moreover, learning style might vary to one and another students. Their learning styles may be subjective based on their understanding or their culture.

#### 2.1.1. Types of Learning Style

The concept of learning styles has been explored by various educationist, psychologists and researchers. There are many models of learning styles in education, for instance Howard Gardners Multiple intelligences Theory (1999), David Kolb's Learning styles (1984), Albert Bandura's Theory (1977), Carl Jung's Theory. Gardner's (1985) concept of multiple intelligences', is commonly viewed as, in fact, a model of learning styles. Brown (2000) identifies six main learning styles; visual learning, auditory learning, kinesthetic learning, tactile learning, group learning, and individual learning:

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According to this point of view, the following types of learning styles can be identified: Visual Learners. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions. They may think in pictures and learn best from visual displays. They often prefer to take detailed notes to absorb the information. The characteristics of students who have a visual learning style was a high need to see and capture the information before understanding it. Students who have a visual learning style capture lessons through pictorial materials, have a strong sense of color, and have sufficient understanding of artistic problems. But it have the constraint to dialogue directly because it was too reactive to the sound so that difficult to follow the advice orally and often misinterpret words or speech. In addition, people who love the visual learning style love to make excellent and neat notes.

Auditory learners. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning. These learners often benefit from reading text aloud and using a tape recorder. Characteristics of learning style focus on listening as the primary tool of absorbing information or knowledge. That is, must listen, then can remember and understand certain information.

Tactile/Kinesthetic learners. They learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit

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still for long periods and may become distracted. Students have this character more easily absorb and understand information by looking at pictures or words and then learn to speak or understand the facts. To apply it in learning, the students who have the characteristics can be done by using various models, such as working in the laboratory or learning that allowed him to play. The simple ways that can also be taken is to periodically allocate the time to rest for a moment in the middle of study.

Individual Learners. When people like their privacy and are independent, and introspective, they are probably individual learners. Learners with individual preference often can focus on the issues well, be aware of their own thinking, and analyze in a different way what they think and feel.

Group Learners. These individuals are good at communicating well with people, both verbally and non-verbally. They prefer mentoring and counseling others.

Kolb explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual. Whatever influences the choice of style, the learning style preference itself is actually the product of two pairs of variables, or two separate 'choices' that we make, which Kolb presented as lines of an axis, each with 'conflicting' modes at either end.

A typical presentation of Kolb's two continuums is that the east-west axis is called the Processing Continuum (how we approach a task), and the northsouth



axis is called the Perception Continuum (our emotional response, or how we think or feel about it). Kolb believed that we cannot perform both variables on a single axis at the same time (e.g., think and feel). Our learning style is a product of these two choice decisions.

**Learning Styles Inventory (Kolb, 1984) includes:** *Diverging* (feeling and watching). People with diverging styles are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tend to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints. Kolb called this style 'Diverging' because these people perform better in situations that require ideas-generation, for example, brainstorming. They have broad cultural interests and like to gather information. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. They prefer to work in groups, to listen with an open mind and to receive personal feedback. Kolb's learning theory sets out four distinct learning styles, which are based on a four-stage learning cycle (see above).

*Assimilating* (watching and thinking) - The Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear logical format. They are less focused on people and more interested in ideas. People with this style are more attracted to theories than practice. In formal learning situations, people with this style prefer readings,

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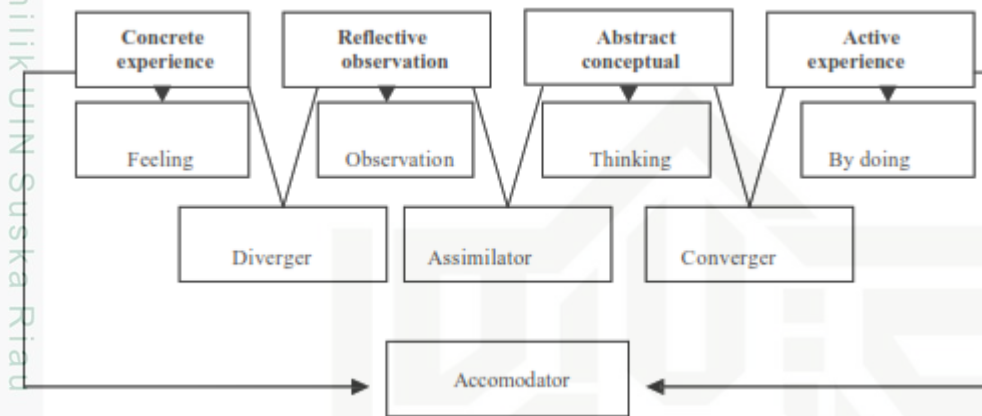
lectures, exploring analytical models, and having time to think. This learning style is important for effectiveness in information and science careers. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through.

*Converging* (doing and thinking) - People with a Converging learning style use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people. They can solve problems and make decisions. A Converging learning style enables specialist and technology abilities. People with a converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems. People with a converging learning style are more attracted to technical tasks and problems than social or interpersonal issues. A converging learning style enables specialist and technology abilities. People with a converging style like to experiment with new ideas, to simulate, and to work with practical applications.

*Accommodating* (doing and feeling)- The Accommodating learning style is 'hands-on', and relies on intuition rather than logic. These people use other people's analyses, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on 'gut' instinct rather than logical analysis. Also, they tend to rely on others for information. This learning style is prevalent and useful in roles requiring action and initiative. People with this learning style prefer to work in

teams to complete tasks. They set targets and actively work in the field trying different ways to achieve an objective.

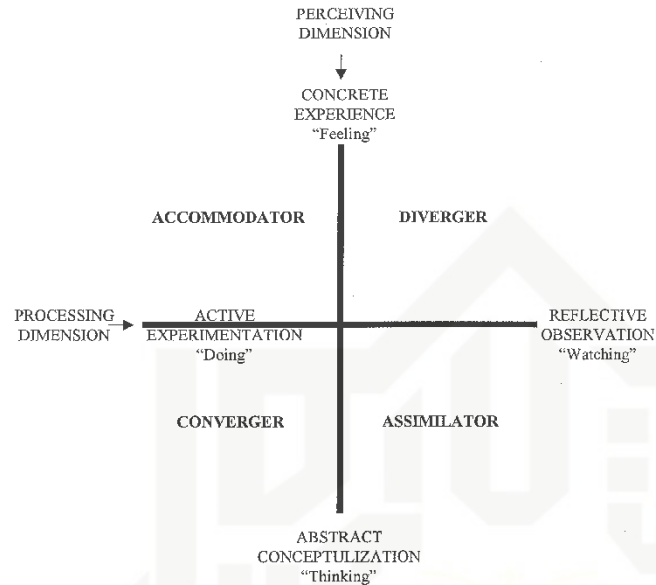
**Figure 2.1**  
**Kolb's Learning Style Model**



As seen in Figure 1 Kolb defends that learning is the combination of experience, cognition, perception and behavior. In Kolb's learning model, 4 types of learning style is defined. These are "concrete experience", "reflective observation", "abstract conceptualization" and "active experience". Each learning way representing each learning style is different from the other. Each of us perceives realities differently, place them differently into our minds. Some of us become aware of realities through feeling, some through watching, some through thinking and some through doing (Mutlu, 2004).

Kolb developed the 12-item self-report learning styles inventory (LSI) to assess learning styles; 12 short statements concerning learning situations are presented and respondents are required to rank-order four sentence endings that correspond to the four learning styles. Later, Kolb (1985) refined the LSI resulting in the LSI-1985 which shows some psychometric improvements.

**Figure 2.2**  
**The Perceiving And Processing Dimensions And Four Learning Types**



As seen in Figure 2, four learning types are associated with the extremes of the two dimensions. The “feeling” type is associated with the concrete experience end of the perceiving dimension while the “thinking” type is associated with the abstract conceptualisation end of the perceiving dimension. The “doing” type is associated with the active experimentation end of the processing dimension while the “watching” type is associated with the reflective observation end of the dimension.

Characteristics of Kolb’s learning styles that Kolb associates with problem solving abilities to describe are explained by Healey and Jenkins (2000) as; Divergers view situations from many perspectives and rely heavily upon brainstorming and generation of ideas. Assimilators use inductive reasoning and have the ability to create theoretical models. Convergents rely heavily on hypothetical-deductive reasoning. Accommodators carry out plans and



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experiments and adapt to immediate circumstances. It is normal for the individuals, who have these learning styles defined by Kolb, to have optimum learning in the different learning environments. Healey and Jenkins (2000) specify that; the diverger, in observing and wide range information gathering environments; the assimilator, in the environments where the recognized logical theories are presented; the converger, in the environments where practical applications of concepts and theories are provided; the accommodator, in the environments which give hands-on experience, learn optimum.

**A. F. Gregorc's Mind Styles Model identifies four major learning types (Gregorc, 1985):** The first is Concrete Sequential (CS). These learners like order, logical sequence, following directions, predictability, and getting facts. They learn best when they have a structured environment. They can rely on others and can apply ideas in pragmatic ways. They find hard: working in groups, pointless discussions, an unorganized environment, incomplete or unclear directions, unpredictable people, abstract ideas, demands to "use your imagination", questions with no right or wrong answers.

The Second is Abstract Random (AR). These learners like listening to others, bringing harmony to group situations, establishing healthy relationships with others, focusing on the issues at hand. They learn best when they are: in a personalized environment, given broad or general guidelines, able to maintain friendly relationships, and able to participate in group activities. They find hard: having to explain or justify feelings, competition, working with dictatorial/authoritarian personalities, working in a restrictive environment,

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working with people who don't seem friendly, concentrating on one thing at a time, giving exact details, accepting even positive criticism.

Next is Abstract Sequential (AS). These learners like: their point to be heard, analyzing situations before making a decision or acting, and applying logic. They learn best when: they have access to experts or references, they are placed in stimulating environments, and they are able to work alone. They find hard: being forced to work with those of differing views, having too little time to deal with a subject thoroughly, repeating the same tasks over and over, lots of specific rules and regulations, "sentimental" thinking, expressing their emotions, being diplomatic when convincing others, and not monopolizing a conversation.

The last is Concrete Random (CR). These learners like: experimenting to find answers, taking risks, using their intuition, and solving problems independently. They learn best when: they are able to use trial-and-error approaches, they are able to compete with others, and are given the opportunity to work through problems by themselves. They find hard: restrictions and limitations, formal reports, routines, re-doing anything once it's done, keeping detailed records, showing how they got an answer, choosing only one answer, having no options.

**Felder–Silverman's (1988)** defined four dimensions in this learning style model are perception toward information, input preferred, processing information, and understanding information. Perception has two variants sensing (concrete) and intuitive (abstract/imaginary). Inputs can be of two types visual or verbal, and the information processing can be done in two ways. Processing of information

happens in two ways active (experimentation) and reflective (observing). Understanding information is also done in two ways sequential (follows a sequence) and global (does not work in any order).

**Figure 2.3.**  
**Felder-Silverman learning style model.**

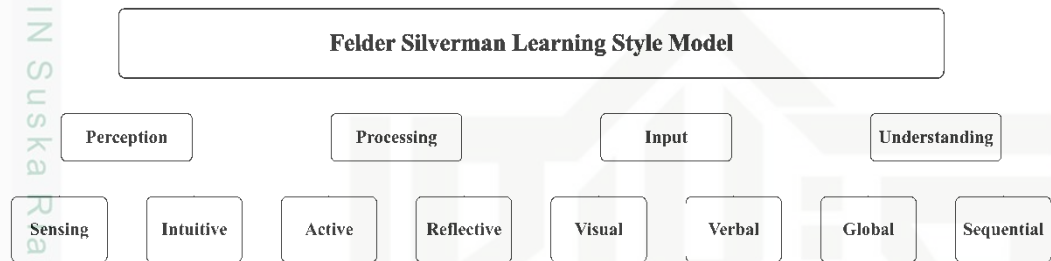


Figure 2.3 shows the various dimensions and their values in the Felder-Silverman learning style model.

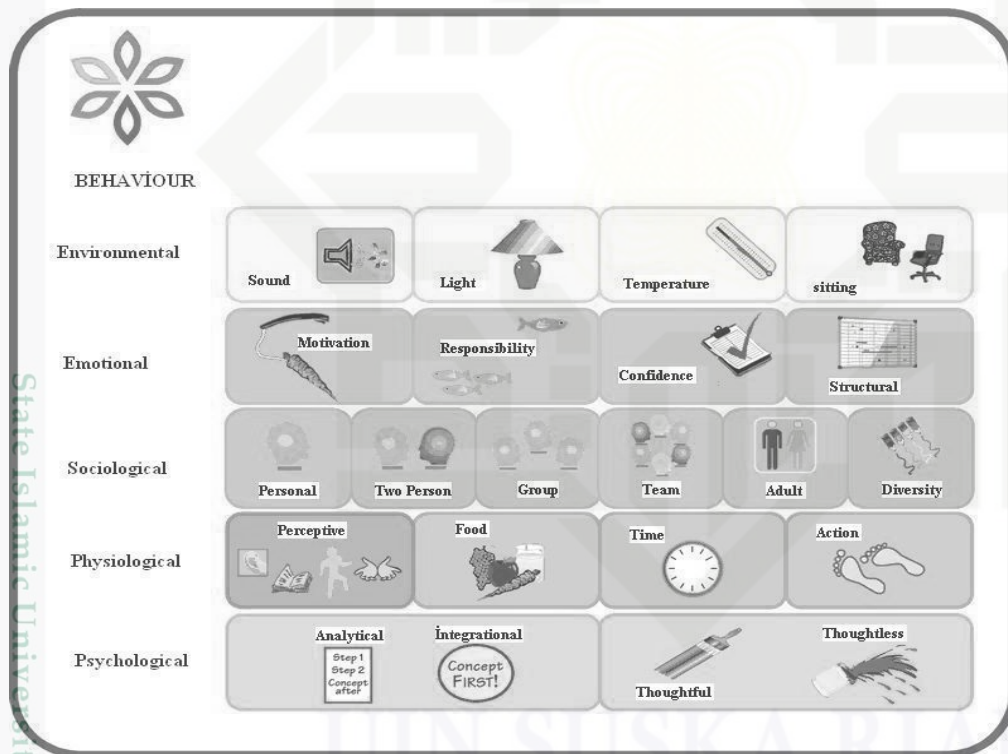
**Dunn & dunn (1993)** Learning style is a way of having knowledge and processing knowledge starting with the learners intensifying on a new and difficult information. In her definition Dunn stated that individuals use different ways in processes from perception of the environment to form the knowledge thanks to learning styles. Calling attention to these results and having many studies on the topic Dunn and Dunn has taken some developmental characteristics into consideration while determining learning styles. These are biological and individual development characteristics (Dunn & Griggs, 2003: 1-6). Because of the differences coming from these biological and individual development characteristics, can be a way to make instruction appropriate. That is to say, some students learn through hearing, some through experiencing and some through seeing most. According to Dunn & Dunn, the important thing is that teacher has to

determine by which the student learns in the process (Çaycı & Ünal, 2007). In this process, Dunn and Dunn has concentrated on two basic things. These are:

- Cognitive processes
- Lateralization of brain

Dunn & Dunn has studied the preferences of the students during learning by dividing these preferences of the students during learning by dividing these preferences into four fields. These are:

**Figure 2.4**  
**Dunn ve Dunn"s Learning Styles Model (Dunn & Griggs, 2003).**



When we have a look at the stimulatives in the figure and the contribution that will make in education, following information comes out:

If a student says "sssshhh", if he shuts his ear to noise and sound, if he shows "be quite!" with his hand, it shows that he wants to be alone. For



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these students, families should place the studying field of these students away from noise. Teacher should know that studying in these noisy places is not possible. Teacher should also keep in mind that he shouldn't sit them in noisy places while making the sitting plan.

It is not recognized in the beginning that some students have some uneasinesses when they come to class. After a while teacher should observe that the student prefers poor-lighted environments when he narrows and winks his eyes, runs away from sun and light, turns his back to open window. The opposite of this is under consideration. The students can prefer rich-lighted environment.

Some students want to have the comfortable environment that they have at home also to have in class. As an example to this, if the student climbs on the top of the table and crosses his legs, if he unties his desk or table, if he lie down on, he probably prefers informal planned environments. Of course, educational environments are formal institutions, these kinds of behaviours will not be allowed. Because each student tries to realize the flexible behaviours they did at home, it would be impossible for the teacher to from classroom rules.

Some students in the class use their visual memory well. For example, if a student looks at the picture that teacher draws carefully and if he concentrates on the picture much more than the topic, these students are likely to be a visual student (Özden, 2005).

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If a student is complaining about hot, if he is moving constantly when it is hot, if he walks with his coat unbuttoned in cold weather, he probably likes to study in cold. But if he complains about cold, if he wears extra clothes, he doesn't prefer cold environments. If a student plays with big pieced toys, if he likes experiencing, if he doesn't concentrate on visual and auditory activities, if he remembers what he did, he is probably kinesthetic.

If a student is moving constantly when he sits for a long time, if he asks for permission to leave constantly and if he often stands up, he is probably a dynamic student.

When the teacher explains a topic in class, if a student uses auditory stimulatives that is to say if he chooses the material like tape, cassette, recorder while he is playing, if he is not interested in drawings while reading, if he pays attention to details during conversations, if he remembers what he heard, if he likes dialogues, he is probably an auditory student.

Some students want to eat something constantly while studying. They need to gobble while learning. But some students who are silent and relaxed in the contrary don't need to eat something while learning (Şimşek, 2007).

Dunn states that the difference between learning styles is because of the student profiles mentioned above. Each student will want to be passive visually and auditorily, to learn by himself, to be tend to learning as auditorily or to be successful academically. The Dunns included three bipolar psychological styles in

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their model: global/analytic, left brain/right brain hemisphericity, and impulsive/reflective response patterns. They described global/analytic and left brain/right brain as synonymous for instructional purposes. To them, a global learning style is just as effective as an analytic one even though the two function differently. This is something they have naturally. However, tactile or kinesthetic students are the ones who need dynamism and who prefer to learn with his peers and the reason of their success is related to school.

**According to Reid (1995)**, cognitive learning style comprises of field independent versus field-dependent, analytic versus global and reflective versus impulsive. Field independent learners learn more effectively step by step, which means they begin with analyzing facts and expanding them to ideas. In contrast, field-dependent learners prefer to learn in specific context and consider things as a whole rather than separate part. Analytic learners like to learn on their own and set goals before starting work. Global learners prefer to learn through hands-on experience and enjoy interacting with others. When reflective learners are allowed a specific amount of time to ponder possibilities before reacting, they learn more efficiently. Impulsive learners, on the other hand, are able to respond and react without being encouraged, and they are more likely to take chances with their own responses and reactions. As for sensory learning style, it is further divided into two categories which are perceptual learning style and environmental learning style. Perceptual learning style is an approach to learning through the five senses. It comprises of auditory learner, visual learner, tactile learner, kinesthetic learner and haptic learner. Auditory learners learn more through hearing. Visual learners

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learn more through seeing. Tactile learners discover things through sense of touch. Kinesthetic learners enjoy learning through movement and body experience. Haptic learners are the combination of tactile and kinesthetic learners where they learn more through sense of touch and body involvement. Environmental learning style, on the other hand, comprises of only one dimension which is physical versus sociological. Physical learners can learn better when there are variables such as temperature, sound, light, food, time and classroom management. These variables have to be taken into considerations during the learning process. In contrast, sociological learners are motivated to learn when there are variables such as group, individual, pair and team work and level of teacher authority. These variables are important in encouraging the students' motivation to learn.

Personality learning style is related to a person's sensitivity towards his or her characters or behaviours. It comprises of extroversion versus introversion, sensing versus perception, thinking versus feeling, judging versus perceiving, ambiguity tolerant versus ambiguity intolerant as well as left-brained versus rightbrained. Extroverted learners are interested in concrete experience, interaction with people outside their learning circle and cultivate relationship with others. Introverted learners are more interested in doing works through independent situation, which means they are comfortable working individually. Sensing learners, as suggested by its name, rely on five senses. They learn best from observable facts and happenings around them using the five senses. In contrast, perception learners learn effectively from meaningful experiences that



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they or other people have had and they also have good relationships with people. Thinking learners are more of thinkers who learn from impersonal circumstances. They are also able to think of logical consequences. As compared to thinking learners, feeling learners prefer personal circumstances and they appreciate social values.

Judging learners learn through reflection of the experiences that they have gone through. They are also able to analyse and interpret the reflection on their own. Eventually they will conclude these processes. Perceiving learners learn through negotiation with other people. They consider others' feelings and also prefer inductive processes that delay closure. Ambiguity tolerant learners learn best when there are opportunities for experiences, regardless of positive or negative experiences. They dare to take risks and prefer interactions with other people. On the other hand, ambiguity intolerant learners learn effectively when the situations are less flexible. They would also go for less risky circumstances and they need more of structured situations in order to organise their learning. Left brained learners tend to learn towards visual, which means they need visuals to support their learning. They can also be analytical and reflective and hence make them independent throughout the learning process. Right-brained learners, in contrast, are more interested in auditory, which mean they prefer to learn through audible learning equipment (Reid, 1995)

**According to Flemming (1995)**, VARK defines the preference in learning style in terms of the sensory modality in which a student prefers to take in new information. VARK learning style model is learning style that has been modified

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from VAK model, to VARK learning style by Fleming in 2006. This learning style is modified by classifying students to four different modes. The modes based on different senses, namely visual, aural, reading, and kinesthetic, and the name of the model itself, originated from those senses prefix letters (V, A, R, and K). Dividing students according to mode is necessary so that the effectiveness of each lesson to different VARK learning mode can be observed. Based on Fleming, aural mode students tend to attain information by discussion and listening. For reading mode, these students have the ability to accept and interpret printed information. For visual mode, the students are more prone to accept learning through interpreting charts, graph figures, and pictures. While kinesthetic mode leans more towards accepting learning based on behavior such as touch, feel, see, and listen. It can be concluded that there are four sensory modalities of learning have been defined: visual, auditory, read-write and kinesthetic.

First, Visual learners prefer the use of symbolic devices such as diagrams, graphs, flow charts and models that represent printed information. Second, Auditory learners prefer “heard” information and, thus, learn better through discussions, lectures, tutorials and talking through material with themselves or others. Third, Read-write learners prefer printed words and texts as a means of acquiring new information; they thus prefer textbooks, lecture notes, handouts, lists and glossaries. Fourth, Kinesthetic learning employs a combination of sensory functions; such learners have to feel or live the experience to learn; they prefer simulations of real practices and experiences, lessons that emphasize on performing an activity, field trips, exhibits, samples, photographs, case studies,

“reallife examples,” role-plays, and applications to help them understand principles and advanced concepts.

VARCK learning style model has been adjusted with four learning mode namely visual mode, aural mode, reading mode and kinesthetic mode. It is based on those modes, where students can make choice of which is the most suitable learning mode for them during learning process.

**Table 2.1**  
The Tendency in learning process base on VARK mode

Mode	Tendency in Learning Process
Visual	Learning by looking at pictures, graphs, videos, and graphics. Could not take complete note during presentation.
Aural	Receive learning by listening method, by speaking or from music, discussion, and explanation.
Reading	Prefer words and texts as an information obtaining method. They like presentation style, by text or writing
Kinesthetic	More likely to experience through physical movement aspect while studying, such as, touch, feel, hold, perform and move something. They prefer hands on work, practical, project, and real experience.

Based on the table above Aural student prefer using text and graphic and also audio application in multimedia element. While kinesthetic students are more inclined to use text and graphic through assignments in which requires act or hands on work.

**Given Five Learning Systems, (2002)** incorporated five learning systems into a comprehensive approach to learning styles. These are based on the brain's innate learning processes, which include emotional, social, cognitive, physical, and reflective, according to Given. According to Given, learning processes are governed by the genetic code, but their detailed patterns and reactions to various learning contexts are influenced by environmental input.

The key is thus the interaction, and it is critical that teachers grasp the significance of this interaction and are able to harness natural learning mechanisms to assist children in their educational development. Given discusses the pedagogical implications of different learning systems and suggests learning objectives for each. The following are the learning objectives:

- a. Emotional – Self-Direction
- b. Social – Self Assurance
- c. Cognitive – Self-Regulation
- d. Physical – Self-Control
- e. Reflective Self-Assessment

**Sensory Learning Styles** Sensory preferences pertain to the channels through which we perceive information, which include, at the very least, visual, aural, and motor modalities. Sensory preferences are also known as kinds of memory (as in "visual memory"), KAV (as in "kinesthetic, auditory, or visual sensory preferences), and perceptual styles. They are the physical channels via which students receive and perceive new information: ears, eyes, and touch, and they are closely linked to the perceiving (or attentional) components of cognition. Visual, auditory, and motor differences are the most common categories used by specialists in learner differences, as explained below. However, you may also come across the term haptic. Haptic learners learn by feeling things with their hands and using their sense of touch. Working on a foreign alphabet by tracing sandpaper letters, spelling outwords with block letters, and creating letters with clay are all examples. There are further categories for olfactory and gustatory

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senses, although these are minor styles. The most common sensory learning styles are:

a. Visual

Leaver (1998) distinguishes two types of visual learners: imagists and verbalists. Imagists perceive an image of what they hear or read in a foreign language (or their native language, for that matter). To put it another way, they create a mental image of it. They comprehend through that visual, and they usually remember the knowledge as an image. The image, rather than a verbal instruction, is more likely to help students remember the words or grammar.

Verbalists, on the other hand, see everything in terms of words. They will not necessarily envision a picture of the sun if they hear the French word *soleil*, for example; that is what the imagists would do. The verbalists, on the other hand, will see the letters s-o-l-e-i-l in their thoughts. Verbalists remember the letters, and when they have trouble recalling a word, they can generally recall the first letter or a portion of it. They link the term with the letters that make it up, rather than with an image. Reading is a vital to remembering for verbalists, much more so than for imagists. Not surprisingly, verbalists are significantly better at correct spelling (and most spelling bee winners are likely to be verbalists or those who have learned to spell).

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b. Auditory

Auditory learners learn new information by hearing grammatical endings and associating new words with sounds they are already familiar with. Auditory learners are divided into two kinds by Leaver (1998): aural learners and oral learners. Listening to others is how aural learners learn. They don't frequently take notes in class because they recall much of what they hear. They can usually figure out either the spirit of broadcasts and films or the details contained in them – or both, depending on their learning method – and have generally good accents.

Listening to oneself is how oral learners learn. Oral learners, on the other hand, enjoy talking. It is often necessary for them to speak and hear themselves speak in order to grasp and remember knowledge. Oral learners require auditory output, which becomes their input, whereas aural learners require auditory input. Simply said, when kids hear themselves speak, they get to learn by hearing. They may be viewed as interruptive as classmates since they talk "all the time." If they stopped talking, however, the amount and quality of their learning would suffer.

c. Motor

Kinesthetic learning is another term for motor learning. While the phrases are often used interchangeably, this is not a true representation of learning type information. Kinesthetic learning is just

one type of motor learning. Given the nomenclature, it should come as no surprise that motor learners gain new knowledge through movement. According to Leaver (1998), the variations among motor learners are dependent on the kind of muscles used: gross motor muscles (arms, legs, or entire body) versus fine motor muscles (fingers or hands).

### 2.1.2 The Importance of Learning Style

Learning style is important for many reasons; however, there are three vital ones. First of all, people's learning styles will vary because everyone is different from one another naturally. Secondly, it offers the opportunity to teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. In other words, learning and teaching will be just words and not rooted in reality. Thirdly, we can manage many things in education and communication if we really recognize the groups we are called to. Of course, we may not know every detail; however, being aware of our students' learning styles, psychological qualities and motivational differences will help us regulate our lessons appropriately and according to the conditions (McCarthy, 1982; Felder, Silverman, 1988; Coffield et al., 2004).

Learning style has an important place in the lives of students. When the students know their learning style, they will integrate it in the process of learning so they will learn more easily and fast and will be successful. Another advantage of the identification of the own learning style by the student is that it will help the

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student to become an effective problem solver. The more successful the individual is at solving the problems faces, the more control the students will take over their own life (Biggs, 2001). It is important that individuals receive education in areas suitable for their learning styles. A person educated in an area having no relationship to his/her learning style may lack confidence and s/he may be less successful; they may as a result become frustrated. Knowledge of learning style also provides information to the student has learnt in a different way than others. It helps to control the process of learning. It is vital because one of the most important signals in learning is to learn to be autonomous, that is, for the individual to take responsibility for his/her own learning. Because of this, s/he should know what learning style is. This has to be part of the learning process to enable the individual to obtain knowledge, which constantly shifts and changes, without any help from others.

Learning styles play a vital role in students' learning process. Colleges and universities today show an increasing disparity between faculty and students, between teacher and learning. What suffers as a consequence is the learning process itself and the natural differences in learning patterns exhibited by new students are often interpreted by faculty as deficiencies. What may be happening, then, is a fundamental "mismatch" between the preferred styles of faculty and those of students. It is always important for teachers to teach this to their students. Teachers spare no efforts to refine their own teaching methods, keep on informing the students of various learning approaches, for example, how to build up word power, how to improve reading ability, etc. However, they forget one thing, the



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most important one, which one suits them most. Students won't take the approach recommended by the teacher, and apply that to their learning practice. As a result, teachers are supposed to figure out their students' learning styles—internally preferred learning styles, then the teaching styles can be compatible with the learning styles.

The learning style arena is anything but straightforward, despite the fact that some sources oversimplify it. Students can do whatever they want, try something new, but when it comes to a choice, they must choose what they want and apply it. Learners get a sense of control as they become actively engaged in their own learning process, according to Pritchard (2008). Learning styles are beneficial to learners if they are aware of their own learning preferences so that they can adopt the most appropriate learning style for the task at hand and take advantage of possibilities to develop their learning potential.

Briefly, confidence in learning will consistently rise when learners know how to learn. Learning to learn and grasping knowledge in a suitable manner will lessen the need for an overbearing control by teachers. At this point, teachers guide the students. The students take responsibility for their learning, they are at the centre of the process and everything is under their control. They search answers to the problems and benefit from their unique performances and preferences in their learning styles. Those people will identify their aims, unlike those whose learning style preferences are not identified. They know what they want to learn and "how." This awareness will change their perspectives on learning new things (Fidan, 1986).

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According to Lohri-Posey (2003), “Learning styles indicate an individual’s preferential focus on different types of information, the different ways of perceiving information, and the rate of understanding information”. Having an understanding of the learning style preferences of students can provide effective learning strategies for teachers to use (Lohri-Posey, 2003). Students who share a learning style that is attuned with the teacher remember information longer and are more optimistic about learning (Lohri-Posey, 2003).

Often, students will not do that well in school, this is due to the fact that they “lack the ability to cope with various situations” (Fatt, 2000). Students not coping with various situations is one of the greatest challenges in education (Fatt, 2000). By using individual’s specific learning styles in the classroom, teachers are promoting problem-solving skills (Fatt, 2000). By promoting problem solving skills in classrooms teachers are preparing students for real life situations.

Making students aware of their specific learning style teachers can “encourage them to realize the importance of appropriate learning styles for different disciplines or subjects and that such styles may hopefully be changed to suit changing learning situations”. According to Fatt (2000) students will not benefit from teaching methods being mismatched to the student’s styles of learning. By teachers providing a learning environment that suits the unique learning styles of students they can “learn better and be more comfortable in their own learning styles instead of having to adapt themselves to the differing teaching styles of teachers”.

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Due to the fact that teachers present their personalities through their teaching and their learning environment, teachers can become more flexible in knowing their students learning styles. According to Manochehri & Young (2006), “Researchers believe that learning style is a good predictor of an individual’s preferred learning behavior”. Having a teacher who understands the learning style or behavior of a student can minimize problems that may come up with learning.

Matching a students learning style to a specific teaching style can increase student achievement and satisfaction. According to Naimie, Siraj, Abuzaid, & Shagoholi (2010) studies have shown that “the congruence between teaching and learning styles has a positive impact on achievement and satisfaction”. According to Naimie et al. (2010), “learning style specialists have confirmed the theory that students will learn more and enjoy the class experience and environment when they can use their preferred learning styles”

### 2.1.3. Determining Learning Styles

There are several ways to determine how a child learns most effectively. One way is by using being Solomon/Felder Index of Learning Styles (ILS), which is over 90% reliable. The teachers examining their students to assess their group preferences and the individual differences that focus on their unique learning style preferences. After assessing the students learning styles, the teacher provide students with tips on how to maximize their learning. Teachers also have to comprehend the specific learning styles of their students, the students have to comprehend how they learn to better themselves in learning (Lohri-Posey, 2003).

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Another way to assess the learning style of students is by using the questionnaire from the Educational Media Corporation in Minneapolis (Fatt, 2000). This questionnaire assesses on four parts: left/right brain orientation, auditory/visual/kinesthetic modes of learning, convergent/divergent thinking, and problem solving style-open/focused/reflective. By using different ways of assessing learning styles can strengthen the teachers understanding of learning styles and also help with proper assessment of those learning styles.

According to Silver (1997), "Learning styles are not fixed throughout life, but develop as a person learns and grows". Many of the learning style theorists believe that people develop and practice a mix of learning styles as they grow and learn. Assessing students at specific points in time teachers can properly teach each student to maximize their potential. There are a couple key steps to take to accommodate a students learning style. First, identify your learning style by taking a learning styles inventory, through observation, trial and error, or video analysis. Second, know your students learning styles by formal testing, observation and trial and error (Coker, 1996).

According to (Lujan & Dicarlo, 2006) there are a number of ways to determine the learning styles but the most common method is based on the type of sensory modality which one prefers when evaluating and utilizing new information in a learning environment. Four sensory modalities are defined by Flemming and Miles (1992) as auditory, visual, reading/writing and kinesthetic and the VARK questionnaire developed by Flemming is used to assess the sensory modalities. Visual learners prefer the use of diagrams and symbolic



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devices such as graphs, flow charts, hierarchies, models, and arrows which represent printed information. Read-write learners prefer printed words and texts as a means of information intake; they also prefer lists, glossaries, textbooks, lecture notes, or handouts. Auditory learners prefer “heard” information and enjoy discussions, lectures, and tutorials when acquiring new information. Kinesthetic learning is a multimodal type employing a combination of sensory functions. Kinesthetic learners have to feel or live the experience to learn; they prefer simulations of real practice and experiences, field trips, exhibits, samples, photographs, case studies, “real-life examples,” role-plays, and applications to help them understand principles and advanced concepts. Some learners have a preference for one of these learning modalities, whereas multimodal learners do not have a strong preference for any single method. They rather learn via two or more of these modalities. (Baykan & Nacar, 2007).

The learning styles of students can be used to understand more about their preferences. Understanding learning styles may make creating, modifying, and developing more efficient curriculum and educational programs much easier. It can also encourage students to take part in these programs and motivate them to learn more about their field. As a result, recognizing one's learning style is essential for achieving more effective learning.

#### **2.1.4. Educational Implications of Learning Style**

Teaching is a process of knowledge presentation and also is an activity meant for student in order to change students' behavior. While learning on the other hand according to Mohamad (2002); Drago and Wagner (2004); Hashim

(2005) is an activity which depends on mind. Learning is also a process that is experienced by an individual through experience, knowledge, sense and skill, where by, it brings cognitive changes to an individual's behavior. Becker (2007) in their study mentioned that although traditional learning method such as lecture, textbook, discussion and so on would be vital and should be practiced in teaching sessions, however, teachers should be able to diversify their teaching styles in order to fulfill each distinctive students' learning styles. At the same time, teachers should also combine different pedagogy strategies in every elements of teaching to meet different learning styles. In a study undertaken by Drago and Wagner (2004) learning styles should have at least four general dimensions:

- Cognitive

Having cognitive aspects touch during individual information processing, by, seeing, thinking, solving problems, remembering, and linking the said information to other matters.

- Affective

In affective dimension, learning is seen by through one's personality. Take into account features such as awareness, emotion, motivation, incentive, curiosity, boredom, concern, and frustration.

- Physiological

Learning from physiological aspect is based on biological features, for example, senses (auditory, visual or kinesthetic) which applies in learning process.

### Psychological

Learning is seen from the aspect in which it is linked to internal strength and one's individuality.

Alias et al. (2005) states that in learning process, student diversity is a factor which needs to be taken into consideration by teachers. Teachers should be aware that before planning their teaching process and assessment in classrooms, they should consider first of this diversity factor. Teachers must create the right ambience with students' academic achievement and their needs, so that, various learning experience structure are assignable to all students. This includes diverse learning style such as visual, auditory, aural or kinesthetic. Student difficulties in mastering knowledge have resulted in various researches to overcome the problem. A study that was carried out by Fleming and Baume (2006) shows that some learning style critics declare that by knowing individual learning style, actually cannot help to improve learning.

In the teaching-learning process, interaction among students and teachers are important. Interaction is used to indicate the language (or action) used to maintain a conversation in the classroom. Brown (2015) stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their communicative abilities and socially, constructing their identities through collaboration and negotiation. It means that how they can use effective communication with each other in one place together.

The success of the teaching-learning process is not only determined by how the teachers teach but also, most importantly and principally is determined by

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how the students learn. Language learning styles one of the main factors that help determine how the students learn a second or foreign language.(Zainal, 2015). Learning style, which can be counted as one of the techniques used for recognizing individuals, will especially assist the teachers in getting to know the group of students in front of them and pave the way for them to become much more effective (Ibrahim, 2009). It can be said that for a successful teaching-learning process the teachers not only used a good technique to convey the subject but also need help from the students to understand the subject with their way of learning such as how they understand the explanation from the teacher in the learning process itself. Learning stages and cycle could be used by teachers to critically evaluate the learning 3/4 provision typically available to students, and to develop more appropriate learning opportunities.

Educators should ensure that activities are designed and carried out in ways that offer each learner the chance to engage in the manner that suits them best. Also, individuals can be helped to learn more effectively by the identification of their lesser preferred learning styles and the strengthening of these through the application of the experiential learning cycle. Ideally, activities and material should be developed in ways that draw on abilities from each stage of the experiential learning cycle and take the students through the whole process in sequence (McLeod, 2013).

When the students takes the responsibility of their own learning, their attributes meaning to the process of learning. They develop an understanding of their own form of learning style and becomes much more satisfied with the



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environment they interacts with. Every opportunity for learning is a chance for him/her. It is in the learner's hand to use different ways and develop the learning styles to some extent (Coffield, 2004). Sharing information about students' learning styles with other English teachers in EFL is important; sharing information with other subject teachers is equally important. Teachers can survey and utilize their students' learning styles not only for one teacher but also for every teacher in the school. There could be a mismatch of teaching styles and learning styles for every subject. How to deal with students' diversity will be the responsibility of teachers. It should not be a secret for successful lessons for specific teachers.

From all theories above it can be concluded that learning styles has educational implications it can developed material, activities, abilities that teachers get from students and use the suitable strategy to teach the students. Learning style preferences have an impact on learning and academic success, and they may help to explain how students learn. Teachers as educators, should give individualized techniques for individual students, we need to know what learning styles they favor. Learning style also aids in overcoming many teachers' propensity to treat all pupils equally, as well as motivating teachers to switch from their favored mode(s) to others.

### 2.1.5 Learning Styles in Learning English

English is international languages used to communicate with other people in global. Therefore, English is considered important in the absorption and development of science and technology and cultural arts between nations. English

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is a need for learners to be able to communicate in different situations in English. English learning in this global society will apparently be a lifetime process for students, certainly continuing after their graduation. Thus, EFL at the high school level will play the much more important role of having students build the foundations of education for life, rather than of only providing a means of passing examinations or fulfilling a requirement. In open seas, students have to adjust to the situations from reliance on others to reliance on self (Yoshida, 2002). In this context, the students have to be autonomous learners. Learning strategies are the tools for them to be self-reliant. In open seas, learning can sometimes be lonely, severe, and difficult. Tolerance of ambiguity, controlling their emotions, planning or evaluating their learning - these strategies will be much more important in the 21st Century.

English students are expected to have the ability to: (1) develop the competence of communicating in oral and written forms to achieve the level of functional literacy; (2) have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society; (3) developing students' understanding of the interrelationship between language and culture (Puskur, 2014: 2-3).

The purpose of teaching language is that students are able to use the language themselves in communication. Communication can occur if there are two or more people who do it by reading, listening, speaking or writing. And to be able to communicate with the four ways, other components are needed such as vocabulary mastery, language structure and good pronunciation. In learning

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language, especially English, students often experienced difficulties. Difficulties experienced by learners in learning a foreign language, especially English is very diverse. The difference in students' language mastery can be influenced by the different learning styles of students. Haynes (2001) pointed that students' learning styles have to be taken into consideration when teaching English. She added that learners of the language are used to certain learning styles in their mother tongue and these styles are transferred and used when they learn a second or a foreign language.

According to Keefe in Astuti (2017) defines learning styles as a composite of characteristics of several cognitive, effective and psychological factors that become indicators of how a person makes perceptions and interacts and responds to the natural surroundings. Keefe (1991) describes learning style as both a student characteristic and an instructional strategy. As a student characteristic, learning style is an indicator of how a student learns and likes to learn. Each learner has distinct and consistent preferred ways of perception, organization and retention. These learning styles are characteristic, cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment.

Teachers need to know their students very well. Each teacher can not equate the same treatment to each learner, given the different learning styles of learners. Teachers must be able to understand the learning style of each student, so that the subject matter can also reach students with different characteristics and learning styles so that the teaching and learning process is effective. Learning

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style is the tendency of a person to use a certain way of learning so that it can learn well. According Chatib in Astuti (2017) Learning style of children like the opening door. Every item of information that enters through the door is wide open, making it easier for children to understand the information. The importance of student's learning style observed in the English learning process is that if the teaching style of teacher matches the student's learning style, the result of their learning will be better, Banner and Rainer in Arsyad (2018).

With the same tone, Oxford in Arsyad (2018) adds that if the learning style and the learning strategy of students go well with the teaching method and the learning materials used by the teacher the students will be very possible to succeed, have a better self-confidence, and a low „anxiety“; and on the other hand if there is unsuitability between the learning style and the learning strategy of students with the teaching method and the teaching materials of teacher, the students' learning result will be poor and they will not have self confidence and will experience significant anxiety. Extra English learning activities have proven that they could help students very much in mastering a language such as English language.

Students learn in many different ways in learning english. They also use their learning styles to achive the material from the teacher. Some students are visual learners, while others are auditory or kinaesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinaesthetic learners learn by doing. Students can prefer one, two, or three learning styles. Because of these different learning



styles, it is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes.

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. English learner is also use learning strategies that suitable for their learning styles. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable. In short, learning strategy is an external skill that learners use, often consciously, to improve their learning.

#### 2.1.6. The Factors that Influence Learning Styles

There are some factors that affect students learning style. According to Enrick (2014) they are different factors affects the students' learning style in terms of physical and environmental; personal (intellectual, mental, emotional and social), and teachers and learning as well as to propose a plan of action to enhance the learning of respondents based on the findings of the study.

Another factor like sex, age, academic achievement, and thinking styles can influence student learning styles (Corbin, 2017). It is important to know that students remember 20% of the information they read, 30% of what they hear, 40% of what they see, 50% of what they say, and 60% of what they do. This becomes 90% for information they say, hear, see, and do (Mehta, 2015). Learners can be

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defined based on the sensory modality by which they prefer to get or deliver new information. Fleming and Miles defined four sensory modalities of learning: visual (V), aural (A), read/write (R) and kinesthetic (K), together referred to as VARK, (Flemming, 1992). Students with a visual preference prefer to explain concepts by drawing pictures and diagrams. Students with an aural preference prefer to receive or give information by listening and talking. Students with a read-write preference can easily understand concepts using lists, handouts, and textbooks. Students with a kinesthetic preference favor a hands-on approach, trial and error, and real-life examples. The VARK questionnaire can identify whether a student has a strong learning preference for one of the modalities or is a flexible learner who can learn using two or more sensory modalities, as revealed by a number of cross-sectional studies.

Abucay (2009) asserts that the pupil's difficulty in learning may be due to different factors including the following: intellectual factors (special intellectual disabilities), learning factors (lack of mastery of what has been taught, limited background of a certain topic or issue and faulty methods of work and study), physical factors (health, visual and physical defects, nutrition and physical development), emotional and social factors (kind of pupil-teacher relationships in the classroom, the social interaction of relationships among pupils, the relationships among members of the school staff, the physical characteristic of a classroom, social readiness, cooperation versus competition and pupils' attitudes towards teachers), mental factors (attitude), environmental factors (classrooms, textbooks, equipment, school supplied and other instructional materials) and

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teacher's personality (the vital tasks of the teacher should have the power to lead and to inspire pupils through the influence of his personality and example).

Harris (2011) states that that due to rise in poverty levels, many learners turn up in school hungry, poorly dressed and unfit to study. This is directly linked to social and emotional factors. Causative agents include interpersonal relationships in the school environment, the physical characteristics of the classroom and the nature of competition and cooperation among learners and teachers. Textbooks, instructional materials, school supplied materials and other equipment used in the teaching learning process are Environmental factors that play a major role in learning difficulty among learners.

Differences in L2 learning style can also be related to biological factors, such as biorhythms, sustenance, and location. Biorhythms reveal the times of day when students feel good and perform their best. Some L2 learners are morning people, while others do not want to start learning until the afternoon, and still others are creatures of the evening, happily "pulling an all-nighter" when necessary. Sustenance refers to the need for food or drink while learning. Quite a number of L2 learners do not feel comfortable learning without a candy bar, a cup of coffee, or a soda in hand, but others are distracted from study by food and drink. Location involves the nature of the environment: temperature, lighting, sound, and even the firmness of the chairs. L2 students differ widely with regard to these environmental factors. The biological aspects of L2 learning style are often forgotten, but vigilant teachers can often make accommodations and compromises when needed (Oxford, 2003).

Next, physical factors like, visual or hearing impairment, psychological factors like attitude, motivation, and environmental factors like classroom atmosphere and even the personality of the teacher influence the student's learning. Similarly, gender is one such factor that affects the student's learning style. Besides, School factors that will affect the way or style of learning of students include teaching methods, curriculum, teacher relationships with students, student relationships with students, discipline or school rules, learning atmosphere, standard lessons, the state of the building, the location of schools, and others.

Ayersman (1996) stated that findings found in books and journals showed that if learning environments are carefully planned and includes the learning styles, then the academic performance will increase. Dyver (1996) reported that in whatever the learning environments, the process should be planned by focusing on the individuals preference learning styles. Bigss et al. (1987) illustrated students' learning activities and experience influences their learning process.

## 2.2 Online Learning

The use of new technologies is justified and based on arguments and compelling evidence of their ability to provide more cost-effective programs to more students in ways that meet the needs of today's student population. While accomplishing these extremely useful goals, online learning is also considered as a vehicle capable of boosting student learning, albeit this is more often seen as a result than a planned occurrence.

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Online learning refers to learning and other supportive resources that are available through a computer networking. Online learning use internet to connect with the other learning participant. Khan (1997) defines online instruction as an innovative approach to convey instruction to a remote audience, using the Web as a medium. Online learning, however, involves more than just presentation and delivery of material using the Web: students and the learning process must be the focus of online learning.

According to Rossett (2002), Online Learning has many promises, but it requires commitment and resources and must be done correctly. Doing it right means that online learning material must be properly designed, with learners and learning in focus and that adequate support must be provided. Ring and Mathieux (2002) suggest that online learning must have high authenticity (students must learn in the context of the workplace), high interactivity, and high collaboration.

Online Learning as the use of the internet are to access learning materials; to interact with content, instructors, and other students; and to get support during the learning process, to get knowledge, to build personal meaning, and to grow from learning experiences. According to Collins (2002), Online Learning is defined as the creation and proliferation of personal computers, the globalization of other human ideas and actions, and the use of technology in exchanging ideas and providing access to more people. Audio, video, computer, and network technologies are often combined to create diverse instructional delivery systems. The basic method for uniting distance learning instructors with remote students is networking.

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Online learning is used to refer to web-based training, e-learning, distributed learning, Internet-based learning, web-based instruction, cyber learning, virtual learning, or net-based learning (Urdan & Weggen, 2000). Online learning is a subset of distance education and embraces a wide set of technology applications and learning processes including, computer-based learning, web based learning, virtual classrooms, and digital collaborations (Urdan & Weggen, 2000). Additionally, it takes the form of complete courses with access to content for “just-in-time” learning, access (Hall, 2000). This definition encompasses delivery of course content via all electronic media, including the Internet, intranets, extranets, satellite broadcasts, audio/video tapes, interactive TVs, and CD-ROMs.

Online learning is focused not only on the online contexts, but also includes a full range of computer based learning platforms and delivery methods, genres, formats and media such as multimedia, educational programming, simulations, games and the use of new media on fixed and mobile platforms across all discipline areas. (Campbell, 2004) argues that the emphasis of online learning in higher education settings is on the development of metacognitive as well as reflective and collaborative learning. Further, online learning goes beyond planned subject learning to recognize the value of the unplanned and the self directedness of the learner to maximize incidental learning and improve performance.

Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in

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common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means” (Cojocariu et al., 2014). Online learning can be termed as a tool that can make the teaching–learning process more student-centered, more innovative and even more flexible.

Online learning is defined as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students” (Singh & Thurman, 2019). The synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured. In such a learning environment, learning content is not available in the form of live lectures or classes; it is available at different learning systems and forums. Instant feedback and immediate response are not possible under such an environment (Littlefield, 2018). Synchronous learning can provide a lot of opportunities for social interaction (McBrien et al., 2009). Amidst this deadly virus spread such online platforms are needed where (a) video conferencing with at least 40 to 50 students is possible, (b) discussions with students can be done to keep classes organic, (c) internet connections are good, (d) lectures are accessible in mobile phones also and not just laptops, (e) possibility of watching already recorded

lectures, and (f) instant feedback from students can be achieved and assignments can be taken (Basilaia et al., 2020)

Thomson (2010) found that online learning is also suitable for gifted students because the approach is more individualized and more student-centered. Overall, most studies of the effectiveness of internet and internet-based language learning materials highlight the findings that they create a new, conducive and encouraging environment for students.

Dabbagh and Ritland (2005) said online learning is an open learning environment and distributed pedagogic tools, the internet, network-based technology, to facilitate learning and build knowledge through action and interaction. Online learning is learning that can be done anywhere and anytime, depending on the needs of human resources (instructors, lecturers, instructors, and students) who carry out these online learning activities.

All terms imply that students are far from tutors or instructors, that students use several forms of technology (usually computers) to access learning materials, that students use technology to interact with teachers or instructors and with other students, and that some form of support is given to learners.

In Conclusion Online Learning is learning done using the computer and network-based media. Online learning is also known as electronic learning, e-learning, online learning, internet-based learning, virtual learning, or web-based learning. We can do online learning everywhere as long as we have online connection to the internet.

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### 2.2.1 Benefits of Online Learning

Online learning allows for students to work at a time and a place that is compatible with their learning needs. A number of instructors and students commented on their ability to focus more of their attention on the content of the course and less on issues such as parking, traffic, and other problems that may arise when attending a traditional class environment (Thomson, 2010). Online learning appeals to diverse populations of students with ranging academic needs that traditional education classes are deficient or incapable of meeting. The demand for online courses is derived from a push “to provide quality education to all students, regardless of location and time” (Chaney, 2010).

Online learning has the potential to provide all children with customized education. Students can receive instruction at their own pace and in ways tailored to their unique learning styles and interests. Increased customization can make the learning process more enjoyable and productive. Moreover, it will also allow for more accurate feedback on students’ progress, enabling parents to monitor their children’s progress more closely and to hone accountability.

Online learning can provide students with greater flexibility in when and how they learn. This allows students and families to use their time more efficiently to pursue other interests and activities. In addition, the flexibility of online learning can particularly benefit students who have specific challenges in their education, such as those who must change schools frequently and those who have fallen behind in their studies. Teachers will have additional employment opportunities as a result of online learning, and they will have more freedom to

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instruct pupils in more productive ways. This has the potential to grow in the future. Improve the teaching workforce's talent pool and overall teacher quality. Teachers who are also parents, for example, may prefer the flexibility of teaching from home since it allows them to better manage their work and their parental responsibilities.

Online learning has the potential to increase productivity while also lowering the cost of education, easing the financial strain on taxpayers. As online learning becomes more popular, teachers and online learning operators will be more motivated to innovate and build new learning technologies that will increase students' learning opportunities in ways that are currently inconceivable. Public or private funding is available for online learning programs. Online learning programs are among the public programs that can be financed and administered by the state or a school district.

Online courses have been viewed as helpful for understudies who favor self-controlled learning (Kang,2014). Learners who were able to hone in on their self-regulated learning skills used time management, routinely reviewed material, sought help from instructors or peers, met deadlines, and had the ability to reflect on their own learning. Self-managed students tend to utilize different "intellectual and metacognitive systems to achieve their learning objective". Students who can sharpen in on their self-controlled acquiring abilities as often as possible used using time effectively, checked on material regularly, sought help from professors or peers, meet deadlines, and had the skill of metacognition in order to reflect upon their own learning. Online courses tend to be text-based forms of instruction.

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This may be preferable to some students, but it must be recognized that students have different learning styles. These differences among students within a learning context can appear in areas of general skills, aptitude, information processing, and application of information to new situations.

The increased accessibility and interest in distance learning is resulting in a number of public high schools, such as the public school system in state of Michigan, beginning to require students to successfully complete an online course as a prerequisite to graduation. The momentum of high school enrollment in online courses has resulted in universities offering courses for university and secondary school credit. The classes that high school students are enrolled in may be taught by either a professor on campus or the instruction may be delivered by a secondary classroom educator (Matuga, 2009).

The competitive nature of education, particularly higher education or post-secondary education, demands more opportunities for students to explore future options such as courses in various degree programs at a multitude of colleges and universities. Schools frequently face the challenge of expanding opportunities for students while being faced with a declining budget year after year. Online courses have the potential to open the pathways for more opportunities for students in small, rural, or low socioeconomic school districts to take courses that generally would not be offered. (Chaney, 2001)

Online course construction is as diverse as traditional classroom settings. developing and teaching an online course that benefits students and yields positive learning outcomes is a complex undertaking. Attempting to recreate the traditional

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classroom in an online setting may not necessarily be the wisest course of action. Thomson advised course creators “to capitalize on the benefits that the online environment can offer” and “to minimize the challenges specific to the environment” (Thomson, 2010). Courses should be well organized from the very start, providing the students with detailed instructions and expectations. Instructors should anticipate areas of potential misunderstanding and dismiss unclear directives prior to the start of the course. Misunderstandings can be minimized through a very detailed syllabus, course calendar, useful links, and course information that is chunked into digestible pieces. Communication is notably one of the most crucial elements to an effective online course. Online courses, are defined as having at least 80% of the course content delivered online. The combination of two of the classifications listed below (traditional and web facilitated) is used as the definition of “face-to-face” instruction (in other words, a course with zero to 29% of the content delivered online). The remaining alternative, blended courses (sometimes called hybrid courses) are defined as having between 30% and 80% of the course content delivered online.

Lehmann states “communication is what separates true online learning from Web-based tutorials”. Interaction and communication have been identified as key factors in the success of an online course, leading to enhanced student satisfaction and motivation. Interaction can take place in three central areas, interaction between the learner and the instructor, the learner and other learners, and the learner and the content. Interaction between the learner and the content is the most common type of interaction that occurs in online settings, through



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lectures and readings. Online instructors can orchestrate the class environment to increase the interaction between the learner and the instructor and the learner and other learners through both synchronous and asynchronous interactions. There are a multitude of options for students to work collaboratively and cooperatively with other learners and/or the instructor in live debates, reflective journal entries, peer reviews, discussion boards, and video or audio conferencing (Savenye, 2005).

Simmons (2002) states that gradually, many organizations have adopted online learning as the main delivery method for training employees. Although the use of online learning systems is relatively expensive, a huge benefit can be drawn from these strategies for both students and educators. In Asynchronous Online Learning, students can access subject matter at any time, while Synchronous Online learning enables real-time interaction between students and instructors.

A common benefit found in all three of the case studies was that students learned more than just course content. As in these courses the main medium of communication was writing, significant improvements in writing skills were identified. Students reported that their computer and time-management skills also improved. Another benefit of the online delivery method found in all three studies is that the associated anonymity can result in greater participation from all students, including 'shy' ones. The lack of visual cues allowed the instructor to treat all students in the same manner. For example, one of the instructors reported that in a face-to-face class she would not be as critical of students whom she perceived as being sensitive or shy. Since the online format did not provide the visual cues from which such perceptions are made, this instructor treated all

students in the same way. Instead, though, of being a disadvantage, she found this led to greater participation by all students.

The most important benefit though from a distance education perspective is that the on-line discussion facility provided a satisfactory form of student interaction for distance learners that has been lacking in print-based distance education courses. In addition, the increasing amount of relevant resources now available through the Web, such as on-line journals and relevant Web sites, provided a rich source of resources for the online learners.

Online learning programs prove to be beneficial to students. Students learn as well as or better online than in a typical classroom setting, according to a meta-analysis of empirical evidence on online learning programs. Other potential benefits include enhanced school productivity, increased access to outstanding teachers, tailored learning, and more flexibility for families.

Students can use the internet to access new and relevant material and can communicate with educators in the field they are studying. Thus students can learn or access subject material without being limited in time and place, allow real interaction with educators and other students and can contextualize learning. For educators also get the same benefits that can be done learning at any time and from anywhere, can update material that can be immediately known by students, direct students to information according to their needs, and if designed appropriately can be used to determine needs and levels students' expertise and provide appropriate material to students to be selected in order to achieve the desired outcome. Some online learning programs allow students to learn entirely from the

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comfort of their own homes. Other online learning programs are located in a physical location, such as a school. Furthermore, some schools provide "blended learning," which blends online and face-to-face training.

In conclusion, online learning used by using internet connection and a device such as computer or smartphone to start online connection. Online learning can be used to teach or to learn any subject. We can do online learning anywhere over the world as long as we still have any connection. It is good for this pandemic era where the people only stay at their home.

### 2.2.2 Characteristics of Online Learning

Online learning can be face-to-face. An example of face-to-face online learning is a traditional class that utilizes PowerPoint slides, video clips, and multimedia to deliver content. Online learning can be designed for a self-learning approach. This type of online learning is an example of hypermedia-based learning. Learners receive the content media and learn on their own. It is content delivered on a specific subject or application using recorded media like a CD ROM, DVD or web-based courses. Online learning can be in the asynchronous format. The communication between the instructor and the learner is occurred in the asynchronous format, especially over the internet. In this format, the instructor and learner do not meet at the time of content delivery. But, rich interaction is occurred by using e-learning technologies like threaded discussion boards and e-mail and instructors may post lecture notes for online access and schedule assignments online.

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Online learning takes place in a series of rounds on the internet. Each round begins with the student being presented with a question to which they must respond. For instance, a student might receive an encoding of an email message and wonder whether it is spam or not. To respond to the question, the learner employs a prediction process known as a hypothesis. From the set of questions to the set of acceptable responses. After making a prediction, The student receives the correct response to the inquiry. The learner's response is graded on its quality. By a loss function that calculates the difference between the predicted and actual response. The learner's ultimate goal is to reduce the total loss incurred during the course of its journey. To accomplish this, the learner may revise his or her theory after each round in order to improve accuracy in subsequent rounds.

The following are the characteristics of Online Learning proposed by Rudi and Riyana (2007). First, The students' capture of learning material does not depend on the instructor/teacher, because students construct their own knowledge through teaching materials delivered through the website interface. Second, The source of knowledge is everywhere and can be easily accessed by everyone. This is due to the global nature of Internet media and can be accessed by anyone connected to it. Third, Teachers/educational institutions function as mediators/mentors. Fourth, Restructuring is needed for education system, curriculum, and management policies that can support the utilization of Information and Communication Technology for optimal education.

The four characteristics above are the things that distinguish online learning from conventional learning activities. In online learning, students' capture



of learning material is no longer dependent on instructors/instructors, because students build their own knowledge through teaching materials delivered through online learning. In online learning too, knowledge sources are spread everywhere and can be easily accessed by everyone.

### 2.2.3 The Importance of Online Learning

Online learning play important role in learning process. Today in the pandemic era of the COVID-19 Learning process activicy should be done from home. We cannot enter the school or university directly. Thats why we need online leaning to study. The growth in distance education programs in recent years has been fueled by thedevelopment of the internet and technologies that support online learning. Online learning appears to have the power to change the education landscape. But while technological innovation is necessary to the development of distance education, it is not sufficient to assure that distance education is effective.

Online learning represent access to an education that is not bound by location. Online learning is about anytime/anyplace access to the educational resources all people need to enhance their lives and better understand the world around them. People who work full time, stay at home parents, people with disabilities, and people who live in areas where the educational resources they need simply cannot be found within close range should not be restricted from reaching their full potential. Online learning defeats borders of all types. Online

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learning can bring their voices, their insights, and their inspiration to students everywhere. Devon (2018).

Online learning not involves just the presentation and delivery of the materials using the web, it also involves the learner who use the Internet to access learning material, interacts with the content, instructor and other learners. In addition it involves the learning process which should be obtained support for the learner in order to acquire and construct knowledge and to grow from the learning experience (Anderson & Elloumi, 2004).

Offering a wide range of possibilities for sharing information and uploading documents with different formats, online learning has certain features that facilitate and nurture the learning-teaching process. Because it is a web-based system, the installation of additional tools is not required, and once uploaded, the content is available for users at any time Raheem (2020). In this regard, the variety of technological tools that are available today allowed the development of many types of online learning. Some of these types were identified by Horton, and are represented by individual courses, that people take on their own without having classmates, virtual classes, that are constructed similarly to a traditional, face to face course, learning games, where the process of understanding and assimilating information is done through activities that are simulated, blended learning, that combines traditional and online classes, mobile learning, or knowledge management, which refers to the online distribution of documents and

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materials that are meant to educate not just individuals, but large numbers of people, communities, and organizations. Fischer, (2014).

Online courses use the Web or computer networks as the primary environment for course discussion and interaction. Course activities such as presentation of information, discussion, and group work are undertaken online (although other media such as textbooks and course readings in hard copy, audio, or video cassettes, telephone calls, or audio or video conferencing may be integrated as part of the instructional design). The face-to-face meetings once considered essential have increasingly been found not to be especially considering the time constraints and travel costs for students. The use of computer networking for course delivery is growing for both university and training courses. Post-secondary institutions began experimenting with the use of computer conferencing for undergraduate course delivery (either total or partial) in the mid-1980s. In one of the most prominent of these early experiments, the Virtual Classroom project launched by Roxanne Hiltz in the late 1980s, computer conferencing was proven to be a viable option for course delivery. In matched classes in subjects as different as Sociology, Computer Science, Management, and Statistics, there was generally no difference in outcomes as measured by exam scores, but students reported that they learned more online (Hiltz, 1994).

Online courses learning styles can provide information on the form in which the learning content should be presented. A visual learning style implies the use of graphs, tables, illustrations and photos appropriately to the subject being

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taught. Video recordings will also be advisable in that case. The dominance of a verbal learning style indicates that the main means of presenting the information should be text – both written and as an audio recording. The logical learning style can be successfully supported by various tasks and problems to be solved. With regard to physical learning styles in online learning contexts, it may be valuable to use simulations to solve problems and to use some sort of educational games. All these indications must be combined with appropriate social inclinations. In other words, the combination of logical and social styles may lead to the use of group work like case studies or project work, while logical and solitary styles may indicate that logical puzzles and crosswords are more advisable for that particular learner.

However, today's definition for online learning not involves just the presentation and delivery of the materials using the Web, also it involves the learner who use the Internet to access learning material, interacts with the content, instructor and other learners. In addition it involves the learning process which should be obtained support for the learner in order to acquire and construct knowledge and to grow from the learning experience (Anderson & Elloumi, 2004). Online learning can be defined as an approach to learning and teaching process that utilizes acquisition and usage of the knowledge in an educational context by using primarily Internet and communication technologies in collaboration.

Solomon Negash and Marelene V. Wilcox (2008) make most comprehensive classifications of online learning according to presence and



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communication properties. It is defined as real-time presence where both the instructor and learner are present at the time of learning content delivery. In addition, physical and virtual presence terms are included by them. The other is communication, that is defined as the content delivery include whether electronic communication or not. According to these classifications of online learning, online learning can be face-to-face. An example of face-to-face online learning is a traditional class that utilizes Power Point slides, videoclips, and multimedia to deliver content. Online learning can be designed for a self-learning approach. This type online learning is an example of hypermedia based learning.

Learners receive the content media and learn on their own. It is content delivered on a specific subject or application using recorded media like a CD ROM, DVD or web based courses. Online learning can be in the asynchronous format. The communication between the instructor and the learner is occurred in the asynchronous format, especially over the internet. In this format, the instructor and learner do not meet at the time of content delivery. But, interaction is occurred by using e-learning technologies like threaded discussion boards and e-mail and instructors may post lecture notes for online access and schedule assignments online. Typical example of this type online learning environment is the Learning Management Systems. Online learning can be in synchronous format. In this format, the instructor and learner do not meet physically; however, they always meet virtually during content delivery. Typical example of this type online learning environment is the Video conferencing. Lastly, online learning can

be blended or hybrid online learning format. This is a combination of faceto-face and asynchronous online learning.

From the explanation above, it can be concluded online learning is very important now. Studens can study everywhere do not need to come to the school in this pandemic era. It also do not have same value as the trasditional study that taught in the classroom but it that students would rather accept blended learning, a combination ofonline and face to face classes, rather than only online learning.

### 2.3 Related Studies

There are some related studies had been done by many researchers related of exploring students' learning style at english department of state islamic university of sultan syarif kasing riau exploring. The first is, Tu Haihui (2020) conducted a research about *Influence of students' learning style and performance in the comprehensive English class*. The purpose of this research was to improve Chinese university students' performance in four aspect namely, sense of responsibility, academic in students grades, engagement and self-esteem by using students-centered learning approaches at a university in China and quantitative and qualitative measurement. Changing students' learning style was implemented with careful consideration. With that in mind, new English language learning process and teaching model were designed in order to improve the teaching and learning quality. Quantitative measurement was used for data analysis. The research instrument included a set of ten-item questionnaire as well as one open-

ended question. In order to obtain the qualitative data, focus group interview was done in team basis.

Biabani, Miriam; Izadpanah, Siros (2019) The Study of Relationship between Kolb's Learning Styles, Gender and Learning American Slang by Iranian EFL Students. This study aimed to investigate the relationship between Kolb's learning styles and learning slang among Iranian EFL students with a gender-based focus. To this end, 63 EFL students of Tehran University were selected as the participants of the study out of 70 through the proficiency test by simple random sampling. The participants were both genders--27 males and 36 females aged between 18 and 25 in 2017-2018. Using descriptive statistics, correlation, regression and t-test, the data were analyzed. The results of the study indicated a high, significant and positive regression of Kolb's learning style. The highest correlation between Kolb's learning styles and learning American slang was related to the Concrete Experience (CE) and the weakest one was related to the Abstract Conceptualization (AC). The results of the correlation demonstrated positive, significant and high correlation between the Kolb's (2005) learning styles and slang learning. Likewise, the study showed the highest correlation between the experiential learning styles (Concrete Experience, CE) and the slang learning. Meanwhile, the study showed non-significant correlation either between gender and slang learning or between gender and learning styles. The implication is that the teacher trainers may include fostering the beneficial learning styles in their lesson plan in order to improve the teachers' teaching.

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Then, Fang Huang, Cathy KaWeng Hoi & Timothy Teo (2018) research under the title *The Influence of Learning Style on English Learning Achievement Among Undergraduates in Mainland China*. This study examines the learning style preferences of Chinese university students and whether those preferences influence their English achievements. Four hundred undergraduates from one university in eastern mainland China participated in this study. Data from 329 valid questionnaires were analysed. The results revealed that the Chinese university students preferred the visual learning style the most, followed by the auditory and kinaesthetic styles. However, no learning style preference was found to influence the students' English proficiency. Cultural reasons are discussed to explain the findings, which contradict those of previous studies of learning style theories and practices. This study recommends that Chinese scholars consider issues of English teaching and learning in China and to adopt appropriate teaching methods to effectively improve English teaching.

The third research is from Weng, Hann-Jang Ho, at all entitled (2019) *The Influence of Learning Style on Learning Attitude with Multimedia Teaching Materials*. The aim of this study is to discover the influence of multimedia materials of Taekwondo Aerobic on students' learning attitude with diverse learning styles. Taekwondo Aerobic class is a new subject for junior high school teachers in Taiwan. The junior high school students are promoted to learn this activity to improve their health. With the advance of digital technology, multimedia-based teaching style has been emphasized and applied. Not every



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student handles the material well and their learning styles also influence their learning achievement. Participants were students on grade seventh and eighth. Students are divided into two groups, with one experiment group adopting multimedia-based teaching, and one control group adopting traditional teaching respectively. Students are given questionnaires after the experiment. There were 101 valid questionnaires. The results show that adopting multimedia-based teaching style promotes students' learning attitude. Using multimedia-based teaching style has significant effects on students' learning attitude with different learning styles in teaching Taekwondo Aerobic

The fourth research was conducted by Al Hamdani (2014) entitled *Exploring Students' Learning Style at a Gulf University: A Contributing Factor to Effective Instruction*. The purpose of this study is to explore SU students' learning styles, and determine what types of learners they are, Visual learners, Auditory learners or/and Kinesthetic learners. This study will also determine related factors (hand use, gender, and study streams) and their impact, as well as make recommendations to improve teaching and learning at the University. The study show three different learning style, and there is no dominant learning style. The study shows catering for students learning style would improve their learning and understanding, based on the result of the study a model of effective instruction is suggested.

The fifth, Vaishnav (2013) entitled *Learning Style And Academic Achievement Of Secondary School Students*. This study is an analysis of learning

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styles prevalent among secondary school students. It was conducted on three learning styles-visual, auditory and kinesthetic (VAK). It also tries to find out relation and effect of different learning styles on academic achievements of students. A sample of 200 students of class 9th, 10th and 11th standard of Maharashtra state was selected for the study. Findings of the study reveal that, kinesthetic learning style was found to be more prevalent than visual and auditory learning styles among secondary school students. There exist positive high correlation between kinesthetic learning style and academic achievement. The main effects of the three variables - visual, auditory and kinesthetic are significant on academic achievement.

The sixth research is *The influence of visual, auditory, and kinesthetic learning opportunities* by Jeral, Kim M.(2010) from M.Southwest Minnesota State University. The purpose of this research study was to examine the influence of visual, auditory, and kinesthetic learning opportunities on students. In the beginning of the study, students took a preferred learning style survey which classified their preferred learning style as visual, auditory, kinesthetic, or a mixture of two or more styles. During the course of the study, students read four short stories and one novella; after the completion of each story, students were given a choice of projects to demonstrate their mastery of the material. The result of the study suggested that students benefit from being able to choose activities to demonstrate their learning. The overall implication is that classroom teachers need

to be aware of their students learning style and should tailor their instruction according to the needs of their specific learners whenever possible

The seventh, research from Myers, Brian E. Myers and James E. Dyer (2006) entitled *The Influence of Student Learning Style on Critical Thinking Skill*.

The purpose of this study was to determine the influence of student learning styles on critical thinking skills. The target population for this ex post facto study was 135 students enrolled in a college of agriculture and life sciences leadership development course. Results showed that no critical thinking skill differences existed between male and female students in this study. Students with deeply embedded Abstract Sequential learning style preferences exhibited significantly higher critical thinking skill scores. No differences in critical thinking ability existed between students of other learning styles. These findings have implications for faculty with teaching appointments in colleges of agriculture. If Abstract Sequential learners are inherently adept at thinking critically, teachers may not need to focus as intently on teaching strategies that address this learning style. By contrast, however, Concrete Sequential, Abstract Random, and Concrete Random learners may need additional attention through instructional methods and techniques that enhance the critical thinking skills of these learners.

Next, Erica A. Wehrwein, Heidi L. Lujan, and Stephen E. DiCarlo (2000) entitled *Gender differences in learning style preferences among undergraduate physiology students*. Students have individual learning style preferences including visual (V; learning from graphs, charts, and flow diagrams), auditory (A; learning

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from speech), read-write (R; learning from reading and writing), and kinesthetic (K; learning from touch, hearing, smell, taste, and sight). These preferences can be assessed using the VARK questionnaire. We administered the VARK questionnaire to undergraduate physiology majors enrolled in a capstone physiology laboratory at Michigan State University; 48 of the 86 students (55.8%) who returned the completed questionnaire voluntarily offered gender information. The responses were tallied and assessed for gender difference in learning style preference; 54.2% of females and only 12.5% of males preferred a single mode of information presentation. Among the female students, 4.2% of the students preferred V, 0% of the students preferred A, 16.7% of the students preferred printed words (R), and 33.3% of the students preferred using all their senses (K). In contrast, male students were evenly distributed in preference, with 4.2% of the students preferring A, R, or K, respectively, while 0% of the students preferred V. Furthermore, 45.8% of female and 87.5% of male respondents preferred multiple modes [female: 2 modes (12.5%), 3 modes (12.5%), and 4 modes (20.8%); males: 2 modes (16.7%), 3 modes (12.5%), and 4 modes (58.3%)] of presentation. In summary, a majority of male students preferred multimodal instruction, specifically, four modes (VARK), whereas a majority of female students preferred single-mode instruction with a preference toward K. Thus, male and female students have significantly different learning styles. It is the responsibility of the instructor to address this diversity of learning styles and develop appropriate learning approaches.



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The Ninth, research from Rourke, Liam; Lysynchuk, Linda (2000) *The Influence of Learning Style on Achievement in Hypertext*. The influence of learning styles on achievement in hypertext was investigated. The learning style of 21 female and 20 male subjects enrolled in an Introduction to Psychology class was assessed using the Learning Style Inventory (Kolb, 1985). The LSI categorizes respondents into one of four learning styles based on their abilities in the four stages of the experiential learning cycle. Subjects were presented with a hypertext module from a web-based Introduction to Psychology course and a printed version of the same module. Achievement was assessed with four, 20 question multiple choice quizzes each composed of ten factual and ten conceptual questions. Two quizzes were presented for each condition; one set was presented immediately, and an alternate set was presented seven days later. It was hypothesized that Assimilators and Convergers would score highest on all measures of achievement. However, a significant difference was found between Divergers, who scored highest, and Accomodators who scored lowest. The results support previous research, which indicate that the benefits of hypertext are differentially distributed across learning styles.

The Tenth, research was done by Reid, Joy M. (1987) *Learning Style Preferences of ESL Students*. Following a review of the literature on learning styles and cognitive styles for both native speakers (NSS) and nonnative speakers (NNSS) of English, this article presents the results of a questionnaire that asked 1,388 students to identify their perceptual learning style preferences. Statistical

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analyses of the questionnaires indicated that NNS learning style preferences often differ significantly from those of NSS; that ESL students from different language backgrounds sometimes differ from one another in their learning style preferences; that other variables such as sex, length of time in the United States, length of time studying English in the U. S., field of study, level of education, TOEFL score, and age are related to differences in learning styles; and that modifications and extensions of ESL student learning styles may occur with changes in academic environment and experience.

Then, research from Dawood Al Hamdani (2015) *Exploring students' learning style at a Gulf University: A contributing factor to effective instruction*.

The purpose of this study is to explore SU students' learning styles, and determine what types of learners they are, Visual learners, Auditory learners or/and Kinesthetic learners. This study will also determine related factors (hand use, gender, and study streams) and their impact, as well as make recommendations to improve teaching and learning at the University. The study sheds light on learning styles and factors might influence these styles. The study show three different learning styles are presented in sample of the study, and there is no dominant learning style. The study shows catering for students' learning styles would improve their learning and understanding and based on the results of the study, a model of effective instruction is suggested. The model is designed to promote active learning and enhance students' learning regardless to their discrepancies.

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Next, a research from Huseyin Caliskana and Gunes Kilin (2012) *The Relationship Between the Learning Styles of Students and Their Attitudes Towards Social Studies Course*. The objective of the study is to determine the relationship between the attitudes of primary school students towards social studies course and their learning styles and to put forth the change between their learning styles and attitudes towards social studies course according to their classes. Descriptive scanning model has been used in the study. The research group consists of 320 primary school students. Perceptual Learning Style Preference Survey and Attitude Scale for Social Studies Course have been used as data acquisition tools. As a result of the study, a positive and medium scale statistically significant relationship has been determined between the learning styles of students and their attitudes towards social studies course. In addition, whereas there is a statistically significant difference between the auditory kinesthetic and tactile learning styles between classes, no difference has been determined between other learning styles.

The Thirteenth research is from Suriani Hassan, Norlita Ismail and etc (2012) *Using Factor Analysis on Survey Study of Factors Affecting Students' Learning Styles*. This study focused on the statistical technique using the factor analysis on constructing the new factors affecting students' learning styles of the survey done among university students. In addition, comparison means using the Kruskal-Wallis test were done to analyze the demographic differences on the new factors affecting students' learning styles. The data were collected using survey questionnaires. The number of respondents was 189 students. The methodologies

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used were descriptive statistics, factor analysis and non-parametric technique using the Kruskal-Wallis test. The results showed seven new factors were successfully constructed using factor analysis and assigned as the factors affecting the learning styles; which are 1) students' attitude before and after attending class, 2) strategies used to comprehend the lecture, 3) the importance of lecture, 4) class size and its condition, 5) efforts outside class, 6) classroom convenient and 7) importance on listening to lecture.

The Kruskal-Wallis test results showed there was a significant mean difference between gender on students' efforts outside class (factor 5) while there was no significant mean difference between genders on the other factors of students' learning style. As for years of study, Kruskal-Wallis test showed that students' attitude before and after attending class influenced learning style. The result from Kruskal-Wallis test showed different in score for science and non-science stream students. Non-science students have a better comprehend strategy as their field could be practiced outside classroom and do not merely based on theory. On the other hand, science students satisfy with their class size and its condition as compared to non-science students. The result shows that CGPA is only influenced by the importance of class size and its condition and the importance of lecture. Students with CGPA 2.00-2.49 indicated that attending lecture is crucial and satisfy with classroom size and its condition as compared to students with other group of CGPA.



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Next, research from Kweku Esia Donkoh and Emma Sarah (2015) entitled *Learning Styles And Factors Affecting Learning: Perception Of 2013/2014 Final Year Post Diploma Sandwich Students Of The Department Of Basic Education, University Of Education, Winneba Uew ,Ghana*. This study therefore sought to investigate the learning styles of 2013/2014 final year post Y diploma sandwich students of the Department of Basic Education, Winneba, Ghana, and the factors that affect their learning. The descriptive survey design was used for the study. The purposive sampling technique was used to sample all four hundred and seventy two final year students who were given a questionnaire each to be filled. However, four hundred and forty six students filled their questionnaire and returned them to the researchers. One of the findings was that the most preferred learning style of the students was a combination of auditory and visual learning styles. Another finding was that generally, the students agreed that their learning styles were affected by physical and teaching and learning factors.

On the other hand, they generally disagreed that environmental and personal factors influenced their learning styles. It was also found out that physical factors greatly affected the learning styles of 2013/2014 final year post Y diploma sandwich students of the Department of Basic Education, Winneba, Ghana. Generally, there was no significant difference in the learning style preference of the male and female students. Among the recommendations is that lecturers of the Department of Basic Education, Winneba, Ghana, should

endeavour to identify the learning styles of their students in order to adopt teaching styles that will suit the learning needs of the students.

Furthermore, this research have similarities and differences in objective of research. The similarities of this research is the topic that discussed in this research. The research and the other research discussed about the students' learning style. While, in this research discussed about the exploring students' learning style at English department of state Islamic university of Sultan SyarifKasim Riau. The researcher will find the types of students' learning style.

## 2.4 Operational Concept

Operational Concept is a concept as a guidance used to avoid misunderstanding about this reseach. According to syafi'i (2017, p.110) he states that operational concepts are gotten from theoretical concept on all of the variables that should be empirically and particularly operating in academic writing research paper. In this research the reseacher focus on exploring students' learning style based on flamming (1995) VARK version 7.1 :

1. Visual learners prefer the use of symbolic devices such as diagrams, graphs, flow charts and models that represent printed information.
2. Auditory learners prefer "heard" information and, thus, learn better through discussions, lectures, tutorials and talking through material with themselves or others.

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3. Read-write learners prefer printed words and texts as a means of acquiring new information; they thus prefer textbooks, lecture notes, handouts, lists and glossaries.
4. Kinesthetic learning employs a combination of sensory functions; such learners have to feel or live the experience to learn; they prefer simulations of real practices and experiences, lessons that emphasize on performing an activity, field trips, exhibits, samples, photographs, case studies, “real life examples,” role-plays, and applications to help them understand principles and advanced concepts.

According to Enrick (2014) they are different factors affects the students' learning style in terms of physical and environmental; personal (intellectual, mental, emotional and social), and teachers and learning as well as to propose a plan of action to enhance the learning of respondents based on the findings of the study. In this study the are two factors that is investigated :

1. Internal factors

Physical

Personal

2. External factors

Environmental

Teacher and Learning

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## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. The Research Design

This research design is descriptive quantitative research. Quantitative research is a scientific method which is closely associated with numerical values and statistics (Dörnyei, 2007). In quantitative research design, the aim is to classify features, count them and construct statistical models in an attempt to explain what is observed. Quantitative data is more efficient to measure and analyze target concepts. The questionnaire is taken as the main methodology, which is one of the most common methods of collecting data on attitudes and opinions from a relatively large number of participants. As Mackey and Gass (2005) pointed out, questionnaires allow researchers to gather information that learners are able to express themselves. Regarding the explanation above, the object of this study is students' learning style. The researcher described about the learning style used by the students. The subject of this study are English Department students.

According to Sugiyono (2014) descriptive research is research that describes a phenomenon, events either using quantitative and qualitative data. Sudijono (1987) stated that descriptive quantitative method is a method that describes the state of a phenomenon that has been done by the measuring instrument then, processed in accordance with the function. In other words, descriptive quantitative has to organize and analyze the numeric data, in order to provide a view regularly, concise, and clear about a phenomenon or event.



Descriptive design collects information about variables without changing the environment or manipulating any variables, so they do not look at possible cause and effect.

### 3.2. Research Site and Participants

This study conducted at State Islamic University of Sultan Syarif Kasim Riau which located at Jl. HR. Soebrantas Panam No.Km. 15, RW.No. 155, Tuah Karya, Kec. Tampan, Kabupaten Kampar, Riau 28293. The researcher used purposive sampling to decide the participants.

### 3.3. Participants

As explained by Creswell (2012), in using purposeful sampling researchers select the participants on purpose to learn and understand the central phenomenon. On the other hand, the researcher selects the participants according to the need of information, the availability of the participants and the time of the research. The participant of this study involved to English Education Department with the total number of students are 20 students.

### 3.4. Technique of Data Collection

In order to gain further information, the researcher used questionnaire to collect the data.

#### 3.4.1 Questionnaire

The data collection of this research obtained by used questionnaire. According to Fraenkel, Wallen and Hyun (2011), "A questionnaire is a written collection of self-report questions to be answered by a selected group of research

participants. The questionnaire instrument was used to find the percentage of students' learning style.

In order to get main specific data, the researcher used questionnaire. The questionnaires were adopted from the VARK questionnaire (version 7.1). Each item of the questionnaire has four alternative answers, which are symbolized by:

**Table 3.1**  
**The VARK Questionnaire**

No	Questions	Type of learning style	
		Option	
1	Other than price, what would most influence your decision to by a new non-fiction book	A B C D	Visual Read/write Aural Kinesthetic
2	You Have a problem with your heart. You would prefer that the doctor: used a plastic model to show what was wrong	A B C D	Visual Aural Read/ write kinesthetic
3	A Website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from	A B C D	Visual Aural kinesthetic Read/write
4	You are helping someone who wants to go to your airport, the center of town or railway station. You would:	A B C D	Kinesthetic Aural Visual Read and write
5	A group of tourists wants to learn about the parks or wildlife reserve in your area. You would:	A B C D	Aural Visual Kinesthetic Read/write
6	I like website that have	A B C D	Kinesthetic Visual Read/write Aural
7	You are using a book, CD or website to learn how to take photos with your new digital Camera. You would like to have:	A B C D	Aural Read/write Visual Kinesthetic
8	You are planning a vacation for a	A	Kinesthetic

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9	group. You want some feedback from them about the plan. You would:	B C D	Visual Read/write Aural
10	You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?	A B C D	Kinesthetic Read or write Visual Aural
11	You want to learn a new program, skill or game on a computer. You would:	A B C D	Read/write Aural Kinesthetic Visual
12	You have to make an important speech at a conference or special occasion	A B C D	Visual aural read/write kinesthetic
13	Do you prefer a teacher or a presenter who uses:	A B C D	Kinesthetic Aural read/write visual
14	You are going to choose food at a restaurant or café. You would:	A B C D	Kinesthetic Aural Read/write Visual
15	You are going to cook something as a special treat. You would	A B C D	Kinesthetic Aural visual Read / write
16	You have finished a competition or test and would like some feedback. You would like to have feedback:	A B C D	Kinesthetic Read/write Aural Visual
17	Remember a time when you learned how to do something new. A void	A B C D	Visual Aural Read/write Kinesthetic

For the indicators of learning style can be seen from the table below:

**Table 3.2**  
**Blue print of each indicator**

No	Questions	Option			
		A	B	C	D
1	Visual	5	3	3	4
2	Aural	2	8	2	4
3	Read/write	1	3	7	5
4	Kinesthetic	8	1	2	5

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The table above describes the distribution of option in each part of the indicators. So the students learning style can be seen from the option that they choose. For example, one of the students said that had kinesthetic type of learning style because he had more option on A (that refers to kinesthetic type).

### 3.4.2 Interview

Interview is a process of communication interaction between researchers and research subjects, informants, and key informants by conducting direct questions and answers to obtain data or information (Moleong, 2018). The interview is the second technique used in this research. It has two aims. First, it was used to elicit the data that might not completely address the research questions and accommodate unexpected issues that arise from the diverse experience of the students through a questionnaire since it did not provide the participants opportunity to elaborate further because of the restricted form of a questionnaire. This is in line with the nature of case study research; in which interview is one of the most important sources of information and it can be a valuable way in gaining a description of action and events (Yin, 2003). That is, the value of interviewing is not only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also because it enables interviewees to “speak in their own voice and express their own thoughts and feelings” (Berg, 2007).

An interview is “a conversation, whose purpose is to gather descriptions of the (life-world) of the interviewee” with respect to interpretation of the meanings of the ‘described phenomena’ (Kvale, 1996). In a similar vein, Barbour and



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Schostak, (2006) adds that an interview is an extendable conversation between partners that aims at having an ‘in-depth information’ about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it. Interviews -compared to questionnaires- are more powerful in eliciting narrative data that allows researchers to investigate people’s views in greater depth (Kvale, 1996; 2003). In a similar vein, Cohen (2007) add that interviewing is “a valuable method for exploring the construction and negotiation of meanings in a natural setting”.

Bell (2005) explains that a structured interview has a set of questions whose answers can easily be recorded, summarized and analyzed by the interviewer. This is particularly relevant when the data needed cannot be gained from the questionnaires so as to allow the researcher to get in-depth information based on questionnaire responses (Kvale, 1996). The purpose for selecting the structured interviews by the researcher is to judge the response of EFL students. The interviews were audio-recorded with the consents of the interviewees.

The interview expected to get information on the factors that influenced students’ learning style at English department of State Islamic University of Sultan Syarif Kasim Riau. Interview could be structured, semi-structured. According to Guba and Lincoln (1981), there are several sections in the interview including structured and unstructured interviews.

Structured interviews were interviewed where the interviewer determined hers own problems and questions to be asked which aimed to find answers to the working hypothesis. Whereas semi structured interviews differ in terms of time to

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ask and how to respond, which is freer rhythm and aims to ask something more deeply on a certain subject either in expressing the meaning of a particular event or situation.

According to Patton (1980), the interviewer could formulate questions related to behaviour, opinions, feelings, knowledge, memorable feelings and demographic questions. In this interview, the researcher asked several questions related to the experiences, opinions and knowledge of the teacher regarding the implementation of the 2013 curriculum, after that the answer will be recorded using a mobile phone. The data interview transcribed before being processed and interpreted. Then, Burns in Setiyadi (2006), stated that the advantage of this type of interview is enabling the interviewee's as well as the interviewee's perspective to inform the research agenda and therefore give rise to a more equal balance in the research relationship.

In this case, the researcher has carried out questionnaire to the students. They filled out the questionnaire in Google form. This part presents data analysis from the questionnaire of English department students at state Islamic University of Sultan Syarif Kasim Riau. The questioners covered specifically, a part from the factors that influenced students' learning style at English department of State Islamic University of Sultan Syarif Kasim Riau. The questioners focus on two aspects consists of;

**Table 3.2**  
**The factors affecting learning style**

No	Statement	Items	Option
1	I cannot concentrate during lectures when I am hungry	Strongly agree Agree Disagree Strongly disagree	A B C D
2	I make sure I exercise at least once a week to keep me in shape for lectures	Strongly agree Agree Disagree Strongly disagree	A B C D
3	The university provides facilities that are conducive for Learning	Strongly agree Agree Disagree Strongly disagree	A B C D
4	There are various books and references at the library that provide me with significant information	Strongly agree Agree Disagree Strongly disagree	A B C D
5	My department provides proper and adequate equipment to help us in our learning	Strongly agree Agree Disagree Strongly disagree	A B C D
6	I do not experience victimization and intimidation in my university	Strongly agree Agree Disagree Strongly disagree	A B C D
7	I am not disgraced or insulted for having poor grades in the courses I offer	Strongly agree Agree Disagree Strongly disagree	A B C D
8	I am patient when it comes to understanding my Lessons	Strongly agree Agree Disagree Strongly disagree	A B C D
9	I have a high self-esteem	Strongly agree Agree Disagree	A B C

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		Strongly disagree	D
10	I do not have any family problems and issues	Strongly agree Agree Disagree Strongly disagree	A B C D
11	My lecturers' method of teaching fits my way of Learning	Strongly agree Agree Disagree Strongly disagree	A B C D
12	My lecturers inspire me by using different motivation strategies to improve my academic performance	Strongly agree Agree Disagree Strongly disagree	A B C D
13	My lecturers are sympathetic, loving, enthusiastic and Cheerful	Strongly agree Agree Disagree Strongly disagree	A B C D
14	I have a wide range of knowledge about the courses I offer in my university	Strongly agree Agree Disagree Strongly disagree	A B C D
15	I practice effective study habits	Strongly agree Agree Disagree Strongly disagree	A B C D

**Table 3.3**  
**Blue print of each indicator**

No	Questions	Option				
		Items	A	B	C	D
1	Physical	2	Strongly Agree	Agree	Disagree	Strongly disagree
2	Environmental	3	Strongly Agree	Agree	Disagree	Strongly disagree
3	Personal	5	Strongly Agree	Agree	Disagree	Strongly disagree
4	Teacher and Learning	5	Strongly Agree	Agree	Disagree	Strongly disagree



### 3.5 Data Analysis Technique

In this research, the researcher used strategy of data analysis. It was descriptive analysis. Descriptive Analysis describes what exists and tries to pave the ground for finding new facts. It includes gathering of data related to, products, people, individuals, events and situations and then organize, tabulates, depicts and describe the outcome. "Typically, researchers using mailed questionnaires also correlate all of the questions and attempt to build scales that reflect multiple questions" (Creswell, 2012).

The researcher used the theory of Sudijono (2009, p.43). The formula is:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P : Percentage

F : frequency of type error

N: Number of the students

In this study, the researcher also used typological analysis. As LeCompte and Preissle, 1993; Miles and Huberman, 1984; Lofland, 1970 cited in (Cohen, Manion and Moprison, 2007) stated that, basically, typological analysis is the process of classification. Typologies are a group of phenomena that deputize subtypes of a more general set of categories. The data are put into groups, subsets, or categories based on a few clear criteria such as acts, behavior, meanings, the nature of participation, relationships, setting and activities. Descriptive codes then drawn together and put into subset. This process is considered as secondary coding. The researchers purposely have to collect all the data about students' learning style.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter present the conclusion based on the data analysis about students' learning style. It also provide the implication and recommendation for the teacher, the school and the other researchers in the area of learning style,

#### 5.1 Conclusion

Based on the findings and the discussion, the researcher draws the answer of the research questions related to students' learning style. In general, the learning style used by English students are contained in the literature review. It can be concluded that;

5.1.1 There are four types of learning style found in this study, they are: Visual, Aural, Read/write and Kinesthetic. But, there were also the combination of VARK types: Visual-aural, Visual read, Mix VARK. From the explanation above, it can be concluded that the most preferred learning style type is visual.

5.1.2 The factors that factors that influenced students' learning style at English department of State Islamic University of Sultan Syarif Kasim Riau were internal and external factors. The most affected factors belongs to external factors. Teacher and learning factor is one of dominant factors. Because during teaching and learning process on online learning, they must pay attention on their teacher and the way of their learning

## 5.2 Implication and Recommendation

Based on the finding of this study, there are some recommendations that are useful for the teachers and the students. Firstly, the teachers are suggested to identify their students learning style type as visual, auditory, read/write and kinesthetic. Teachers should modify their teaching strategies in accordance with their students learning preferences. The awareness about students learning preferences increases the teachers' efficacy of their classroom orientation. The completion of VARK questionnaire by the students is recommended in the beginning of the class session.

Secondly, for the students, allowing students to access information the way they are comfortable with will increase their academic confined. The students should pay attention on the learning style that they had. So, they can maximize their ability and knowledge before teaching and learning process. Besides, the students who had ppreferred their learning style type will have good academic score too.

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**Dr. Bukhori, S.Pd.I., M.Pd**

The Lecturer of Postgraduate Program  
State Islamic University  
Sultan Syarif Kasim Riau

**OFFICIAL NOTE**

Reference: The Thesis of Ahmad Fauzan

To: Director of Postgraduate  
Program State Islamic University  
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Assalamu'alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name	: Ahmad Fauzan
Student Number	: 21790115722
Program of Study	: Islamic Education
Field of study	: English Education
Thesis Tittle	: Exploring Students' Learning Styles during Online Learning at English Education Department State Islamic University of Sultan Syarif Kasim Riau

It is, therefore, approved to be examined and assessed in the Final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Pekanbaru, August 28<sup>th</sup> 2021  
Supervisor II,

**Dr. Bukhori, S.Pd.I., M.Pd**  
NIP.19790512 2007 10 1001

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Student 1

Student's Questionnaire about Learning style

## Student's Questionnaire about Learning style

Please fill in this form

Email

Name

Varitalia

Semester

Class

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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☐ A. It has real-life stories, experiences and examples
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K

5. A group of tourists wants to learn about the parks or wildlife reserves in your area. You would:

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K

6. I like websites that have: \*

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A

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- ☐ C. A chance to ask questions and talk about the camera and its features.
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K

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Student's Questionnaire about Learning style

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P

3. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from: \*

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K

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A

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Student's Questionnaire about Learning style

8. You are planning a vacation for a group. You want some feedback from them about the plan. You would: \*

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✓

9. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision? \*

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✓

10. You want to learn a new program, skill or game on a computer. You would: \*

- ☐ A. Talk with people who know about the program.
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A

11. You have to make an important speech at a conference or special occasion. You would: \*

- ☐ A. Gather many examples and stories to make the talk real and practical.
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- ☐ C. Write out your speech and learn from reading it over several times.
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12. Do you prefer a teacher or a presenter who uses: \*

- ☒ A. Demonstrations, models or practical sessions. **K**
- ☐ B. Handouts, books, or readings.
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13. You are going to choose food at a restaurant or cafe. You would: \*

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- ☐ D. Choose something that you have had there before.

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14. You are going to cook something as a special treat. You would: \*

- ☐ A. Cook something you know without the need for instructions.
- ☐ B. Use a cookbook where you know there is a good recipe.
- ☒ C. Look on the Internet or in some cookbooks for ideas from the pictures. **✓**
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15. You have finished a competition or test and would like some feedback. You would like to have feedback: \*

- ☐ A. Using examples from what you have done.
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- ☐ Yang lain: \_\_\_\_\_

16. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g. riding a bike. You learned best by: \*

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# Student's Questionnaire about Learning style

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Email \*

Name \*

Verifikasi

Semester

Class \*

E

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

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8/27/2021

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## Student's Questionnaire about Learning style

Please fill in this form

Email \*

Name \*

Indah Damayanti

Semester \*

Class \*

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12. Do you prefer a teacher or a presenter who uses: \*

- ☒ A. Demonstrations, models or practical sessions.
- ☐ B. Handouts, books, or readings.
- ☐ C. Diagrams, charts or graphs.
- ☐ D. Question and answer, talk, group discussion, or guest speakers.

K

13. You are going to choose food at a restaurant or cafe. You would: \*

- ☒ A. Choose from the descriptions in the menu.
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- ☐ C. Listen to the waiter or ask friends to recommend choices.
- ☐ D. Choose something that you have had there before.

K

14. You are going to cook something as a special treat. You would: \*

- ☐ A. Cook something you know without the need for instructions.
- ☐ B. Use a cookbook where you know there is a good recipe.
- ☒ C. Look on the Internet or in some cookbooks for ideas from the pictures.
- ☐ D. Ask friends for suggestions.

✓

15. You have finished a competition or test and would like some feedback. You would like to have feedback: \*

- ☒ A. Using examples from what you have done.
- ☐ B. Using graphs showing what you had achieved.
- ☐ C. Using a written description of your results.
- ☐ D. From somebody who talks it through with you.
- ☐ Yang lain:

K

16. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g. riding a bike. You learned best by: \*

- ☒ A. Listening to somebody explaining it and asking questions.
- ☐ B. Diagrams, maps, and charts - visual clues.
- ☐ C. Watching a demonstration.
- ☐ D. Written instructions - e.g. a manual or book.

✓

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[https://docs.google.com/forms/d/1y4FQLUz3KxeEhOCgRTF4LjFVamRemAwJf\\_ET\\_9gQc/edit#response=ACYDBNgN\\_Su-GhQHyv17DPRsaAvbR...](https://docs.google.com/forms/d/1y4FQLUz3KxeEhOCgRTF4LjFVamRemAwJf_ET_9gQc/edit#response=ACYDBNgN_Su-GhQHyv17DPRsaAvbR...) 5/7

Google Formulir

apa mencantumkan dan menyebutkan sumber:

4  
3  
2  
7

State Islamic University of Sultan Syarif Kasim Riau

## Student's Questionnaire about Learning style

Please fill in this form

Email \*

Name

Religion

Semester \*

Class

B

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☒ A. It has real-life stories, experiences and examples ✓
- ☐ B. Quickly reading parts of it
- ☐ C. The way it looks is appealing
- ☐ D. A friend talks about it and recommends it

5. A group of tourists wants to learn about the parks or wildlife reserves in your area. You would:

- ☐ A. Give them a book or pamphlets about the parks or wildlife reserves
- ☒ B. Take them to a park or wildlife reserve and walk with them ✓
- ☐ C. Show them maps and internet pictures.
- ☐ D. Talk about, or arrange a talk for them about:

6. I like websites that have: \*

- ☒ A. Interesting written descriptions, lists and explanations. K
- ☐ B. Things I can click on, shift or try.
- ☐ C. Audio channels where I can hear music, radio programs or interviews.
- ☐ D. Interesting design and visual features. 1

7. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have: \*

- ☒ A. Clear written instructions with lists and bullet points about what to do. A
- ☐ B. Diagrams showing the camera and what each part does.
- ☐ C. A chance to ask questions and talk about the camera and its features.
- ☐ D. Many examples of good and poor photos and how to improve them.

2. You have a problem with your heart. You would prefer that the doctor: Used a plastic model to show what was wrong. \*

- ☐ A. Gave you something to read to explain what was wrong.
- ☐ B. Showed you a diagram of what was wrong.
- ☒ C. Described what was wrong. R

3. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from: \*

- ☒ A. Seeing the diagrams. ✓
- ☐ B. Listening.
- ☐ C. Watching the actions.
- ☐ D. Reading the words.

4. You are helping someone who wants to go to your airport, the center of town or railway station. You would: \*

- ☒ A. Go with her. K
- ☐ B. Tell her the directions.
- ☐ C. Write down the directions.
- ☐ D. Draw, or show her a map, or give her a map.

8. You are planning a vacation for a group. You want some feedback from them about the plan. You would: \*

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9. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision? \*

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- ☒ C. Trying or testing it. ✓
- ☐ D. The salesperson telling me about its features.

10. You want to learn a new program, skill or game on a computer. You would: \*

- ☒ A. Talk with people who know about the program. R
- ☐ B. Read the written instructions that came with the program.
- ☐ C. Use the controls or keyboard.
- ☐ D. Follow the diagrams in the book that came with it.



11. You have to make an important speech at a conference or special occasion. You would: \*

- ☒ A. Gather many examples and stories to make the talk real and practical.
- ☐ B. Write a few key words and practice saying your speech over and over.
- ☐ C. Write out your speech and learn from reading it over several times.
- ☐ D. Make diagrams or get graphs to help explain things.

A

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✓

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- ☐ Yang lain:

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- ☐ C. Watching a demonstration.
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✓

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7  
2  
3  
4

✓  
✓  
✓  
✓

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU



## Student's Questionnaire about Learning style

Please fill in this form

Email \*

Name \*

Mia Anggrani

Semester

Class

7E

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☒ A. It has real-life stories, experiences and examples ✓
- ☐ B. Quickly reading parts of it
- ☐ C. The way it looks is appealing
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- ☐ D. Interesting design and visual features. 1

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2. You have a problem with your heart. You would prefer that the doctor: Used a plastic model to show what was wrong. \*

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3. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from: \*

- ☐ A. Seeing the diagrams.
- ☐ B. Listening.
- ☐ C. Watching the actions.
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4. You are helping someone who wants to go to your airport, the center of town or railway station. You would: \*

- ☐ A. Go with her.
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- ☐ C. Write down the directions.
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- ☐ D. The salesperson telling me about its features.

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- ☐ A. Talk with people who know about the program.
- ☒ B. Read the written instructions that came with the program. A
- ☐ C. Use the controls or keyboard.
- ☐ D. Follow the diagrams in the book that came with it

11. You have to make an important speech at a conference or special occasion. You would: \*

- A. Gather many examples and stories to make the talk real and practical.  
☒ B. Write a few key words and practice saying your speech over and over.  
 C. Write out your speech and learn from reading it over several times.  
 D. Make diagrams or get graphs to help explain things.

A

12. Do you prefer a teacher or a presenter who uses: \*

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 C. Diagrams, charts or graphs.  
 D. Question and answer, talk, group discussion, or guest speakers.

✓

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K

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A

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☐ Yang lain: \_\_\_\_\_

K

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R

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Google Formulir

✓ = 4  
 A = 5  
 R = 4  
 K = 3

UIN SUSKA RIAU

## Student's Questionnaire about Learning style

Please fill in this form

Email \*

Name \*

Lia Resti Andani

Semester \*

Class \*

B

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☐ A. It has real life stories, experiences and examples
- ☐ B. Quickly reading parts of it
- ☐ C. The way it looks is appealing
- ☒ D. A friend talks about it and recommends it

https://docs.google.com/forms/d/1y4FQLUzKxKxEHOC9RTF4UJFVamRemAwJF\_ET\_9gQc/edit#response=ACYDBNg45eFVvX4PJCawQz4L14KEH... 1/7

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11. You have to make an important speech at a conference or special occasion. You would: \*

- ☐ A. Gather many examples and stories to make the talk real and practical.
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15. You have finished a competition or test and would like some feedback. You would like to have feedback: \*

- ☐ A. Using examples from what you have done.
- ☒ B. Using graphs showing what you had achieved. **R**
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- ☐ D. From somebody who talks it through with you.
- ☐ Yang lain: \_\_\_\_\_

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Google Formulir

2  
V " = 3  
A " = 6  
R " = 5  
K " = 5

[https://docs.google.com/forms/d/1y4FQLUzKsKxeEhOC9RTF4LjFvVamRemAwJf\\_ET\\_9gQc/edit#response=ACYDBNg45eFvVX4PjSCAwGz4L14KEH...](https://docs.google.com/forms/d/1y4FQLUzKsKxeEhOC9RTF4LjFvVamRemAwJf_ET_9gQc/edit#response=ACYDBNg45eFvVX4PjSCAwGz4L14KEH...) 5/7

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## Student's Questionnaire about Learning style

Please fill in this form

Email \*

Name

Lutfi Kholidhotul Munawaroh

Semester \*

Semester 7

Class \*

PBI 7E

Haloo! Diundang Undang-Undang

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

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- ☐ D. From somebody who talks it through with you.
- ☐ Yang lain: \_\_\_\_\_

16. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g. riding a bike. You learned best by: \*

- ☐ A. Listening to somebody explaining it and asking questions.
- ☐ B. Diagrams, maps, and charts - visual clues.
- ☒ C. Watching a demonstration. **P**
- ☐ D. Written instructions - e.g. a manual or book.

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[https://docs.google.com/forms/d/1y4FQLUzsKxeEhOC9RTF4UjFVamRemAwJF\\_ET\\_8gQcled8#response=ACYDBNjVRyHXZ2WT9NQDmOLzYnY...](https://docs.google.com/forms/d/1y4FQLUzsKxeEhOC9RTF4UjFVamRemAwJF_ET_8gQcled8#response=ACYDBNjVRyHXZ2WT9NQDmOLzYnY...) 6/7

Google Formulir

**ARK**

**= 5**

**= 2**

**= 5**

**4**

**16**

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

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## Student's Questionnaire about Learning style

Please fill in this form

Email\*

ulfaturrahmah.m@gmail.com

Name

Ulfaturrahmah M

Semester\*

7

Class\*

7B

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☒ A. It has real-life stories, experiences and examples ✓
- ☐ B. Quickly reading parts of it
- ☐ C. The way it looks is appealing
- ☐ D. A friend talks about it and recommends it

https://docs.google.com/forms/d/1y4FQLUzKxeEhOC9RTF4UjFvAmRemAwjJF\_ET\_9gQc/edit#response=ACYDBN0\_TEuWkFGQZWMa-Jes4Ka... 1/7

5. A group of tourists wants to learn about the parks or wildlife reserves in your area. You would:

- ☒ A. Give them a book or pamphlets about the parks or wildlife reserves A
- ☐ B. Take them to a park or wildlife reserve and walk with them
- ☐ C. Show them maps and internet pictures.
- ☐ D. Talk about, or arrange a talk for them about:

6. I like websites that have: \*

- ☒ A. Interesting written descriptions, lists and explanations K
- ☐ B. Things I can click on, shift or try.
- ☐ C. Audio channels where I can hear music, radio programs or interviews.
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7. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have: \*

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- ☐ C. A chance to ask questions and talk about the camera and its features.
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https://docs.google.com/forms/d/1y4FQLUzKxeEhOC9RTF4UjFvAmRemAwjJF\_ET\_9gQc/edit#response=ACYDBN0\_TEuWkFGQZWMa-Jes4Ka... 3/7

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8. You are planning a vacation for a group. You want some feedback from them about the plan. You would: \*

- ☐ A. Phone, text or email them.
- ☒ B. Describe some of the highlights they will experience. ✓
- ☐ C. Use a map to show them the places.
- ☐ D. Give them a copy of the printed itinerary, 1.

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- ☐ C. Use the controls or keyboard.
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11. You have to make an important speech at a conference or special occasion. You would: \*

- ☒ A. Gather many examples and stories to make the talk real and practical.
- ☐ B. Write a few key words and practice saying your speech over and over.
- ☐ C. Write out your speech and learn from reading it over several times.
- ☐ D. Make diagrams or get graphs to help explain things.

12. Do you prefer a teacher or a presenter who uses: \*

- ☒ A. Demonstrations, models or practical sessions.
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- ☐ B. Using graphs showing what you had achieved.
- ☐ C. Using a written description of your results.
- ☐ D. From somebody who talks it through with you.
- ☐ Yang lain:

16. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g. riding a bike. You learned best by: \*

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Google Formulir

V = 4  
A 2  
R 3  
K 2

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# Student's Questionnaire about Learning style

Please fill in this form

Email \*

tesya.wati10@gmail.com

Name \*

Tesy Ayu Wati

Semester \*

Class \*

7E

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☒ A. It has real-life stories, experiences and examples
- ☐ B. Quickly reading parts of it
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5. A group of tourists wants to learn about the parks or wildlife reserves in your area. You would: \*

- ☐ A. Give them a book or pamphlet about the parks or wildlife reserves
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- ☐ D. Talk about, or arrange a talk for them about

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- ☐ A. Interesting written descriptions, lists and explanations.
- ☐ B. Things I can click on, shift or try.
- ☒ C. Audio channels where I can hear music, radio programs or interviews.
- ☐ D. Interesting design and visual features. T

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- ☐ B. Diagrams showing the camera and what each part does.
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2. You have a problem with your heart. You would prefer that the doctor: Used a plastic model to show what was wrong. \*

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- ☒ C. Watching the actions. K
- ☐ D. Reading the words.

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- ☒ A. Go with her. K
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- ☐ C. Write down the directions.
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- ☐ A. Phone, text or email them.
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- ☐ C. Use a map to show them the places.
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9. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision? \*

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- ☐ A. Talk with people who know about the program.
- ☒ B. Read the written instructions that came with the program. A
- ☐ C. Use the controls or keyboard.
- ☐ D. Follow the diagrams in the book that came with it.

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- ☒ A. Gather many examples and stories to make the talk real and practical.
- ☐ B. Write a few key words and practice saying your speech over and over.
- ☐ C. Write out your speech and learn from reading it over several times.
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- ☐ D. Choose something that you have had there before.

14. You are going to cook something as a special treat. You would: \*

- ☐ A. Cook something you know without the need for instructions.
- ☐ B. Use a cookbook where you know there is a good recipe.
- ☒ C. Look on the Internet or in some cookbooks for ideas from the pictures.
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- ☐ Yang lain: \_\_\_\_\_

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- ☐ B. Diagrams, maps, and charts - visual clues.
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V = 8  
A = 2  
R = 2  
K = 4

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Google Formulir

V = 8  
A = 2  
R = 2  
K = 4

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## Student's Questionnaire about Learning style

Please fill in this form

Email \*

hidiladite2408@gmail.com

Name \*

Radilla Azetya Huda

Semester

Class \*

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☒ A. It has real-life stories, experiences and examples
- ☐ B. Quickly reading parts of it
- ☐ C. The way it looks is appealing
- ☐ D. A friend talks about it and recommends it

2. A group of tourists wants to learn about the parks or wildlife reserves in your area. You would: \*

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- ☐ C. Audio channels where I can hear music, radio programs or interviews.
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4. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have: \*

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V A R K

2 3 4 5 4



## Student's Questionnaire about Learning style

Please fill in this form

Email \*

sridan97@gmail.com

Name \*

Sri wulan dari

Semester

Class

F

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☒ A. It has real life stories, experiences and examples ✓
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- ☐ D. Choose something that you have had there before.

K

14. You are going to cook something as a special treat. You would: \*

- ☐ A. Cook something you know without the need for instructions.
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- ☐ C. Look on the Internet or in some cookbooks for ideas from the pictures.
- ☐ D. Ask friends for suggestions.

A

15. You have finished a competition or test and would like some feedback. You would like to have feedback: \*

- ☐ A. Using examples from what you have done.
- ☐ B. Using graphs showing what you had achieved.
- ☒ C. Using a written description of your results.
- ☐ D. From somebody who talks it through with you.
- ☐ Yang lain:

A

16. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g. riding a bike. You learned best by: \*

- ☒ A. Listening to somebody explaining it and asking questions.
- ☐ B. Diagrams, maps, and charts - visual clues.
- ☐ C. Watching a demonstration.
- ☐ D. Written instructions - e.g. a manual or book.

✓

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"

6  
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3

UIN SUSKA RIAU

# Student's Questionnaire about Learning style

Please fill in this form

Email \*

kikiandiani2202@icloud.com

Name \*

Kiki Andiani

Semester

Class

7B

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☒ A. It has real-life stories, experiences and examples
- ☐ B. Quickly reading parts of it
- ☐ C. The way it looks is appealing
- ☐ D. A friend talks about it and recommends it

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- ☒ C. Show them maps and internet pictures.
- ☐ D. Talk about, or arrange a talk for them about

3. I like websites that have: \*

- ☐ A. Interesting written descriptions, lists and explanations.
- ☐ B. Things I can click on, shift or try.
- ☒ C. Audio channels where I can hear music, radio programs or interviews.
- ☐ D. Interesting design and visual features. 1

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Google Formulir

V = 3  
A = 3  
R = 4  
K = 5



## Student's Questionnaire about Learning style

Please fill in this form

Email \*

karim.melton29@gmail.com

Name

Karim Melton

Semester \*

Class

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- A. It has real-life stories, experiences and examples
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✓ 2-5  
A = 5  
R = 4  
K 2  
16

UIN SUSKA RIAU

## Student's Questionnaire about Learning style

Please fill in this form

Email \*

monaanisa27@gmail.com

Name

Maha Annisa

Semester \*

Class

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

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Google Formulir

**ARK = 7**  
**16**



# Student's Questionnaire about Learning style

Please fill in this form

Email \*

nurulsaifika050520@gmail.com

Name \*

Nurul Saifika

Semester \*

Class

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☒ A. It has real-life stories, experiences and examples
- ☐ B. Quickly reading parts of it
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- ☒ D. From somebody who talks it through with you. ✓
- ☐ Yang lain:

16. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g. riding a bike. You learned best by: \*

- ☒ A. Listening to somebody explaining it and asking questions. ✓
- ☐ B. Diagrams, maps, and charts - visual clues.
- ☐ C. Watching a demonstration.
- ☐ D. Written instructions - e.g. a manual or book.

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[https://docs.google.com/forms/d/1y4FQLUzKxKxEhOC8jRTF4JfVamRemAwjIF\\_ET\\_9gQc/edit#response=ACYDBNg7M1SPJNPBa81bx44bEBEdu...](https://docs.google.com/forms/d/1y4FQLUzKxKxEhOC8jRTF4JfVamRemAwjIF_ET_9gQc/edit#response=ACYDBNg7M1SPJNPBa81bx44bEBEdu...) 5/7

$$\begin{array}{r}
 \checkmark = 8 \\
 A' = 2 \\
 K = 2 \\
 K = 2 \\
 4 \\
 \hline
 16
 \end{array}$$

UIN SUSKA RIAU

## Student's Questionnaire about Learning style

Please fill in this form

Email \*

noveriasasmitha.ns@gmail.com

Name

Noveria Sasmitha

Semester \*

Class

A

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☒ A. It has real-life stories, experiences and examples
- ☐ B. Quickly reading parts of it
- ☐ C. The way it looks is appealing
- ☐ D. A friend talks about it and recommends it

5. A group of tourists wants to learn about the parks or wildlife reserves in your area. You would:

- ☒ A. Give them a book or pamphlets about the parks or wildlife reserves
- ☐ B. Take them to a park or wildlife reserve and walk with them
- ☐ C. Show them maps and internet pictures
- ☐ D. Talk about, or arrange a talk for them about

6. I like websites that have: \*

- ☐ A. Interesting written descriptions, lists and explanations
- ☐ B. Things I can click on, shift or try
- ☒ C. Audio channels where I can hear music, radio programs or interviews
- ☐ D. Interesting design and visual features. 1

7. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have: \*

- ☒ A. Clear written instructions with lists and bullet points about what to do.
- ☐ B. Diagrams showing the camera and what each part does.
- ☐ C. A chance to ask questions and talk about the camera and its features.
- ☐ D. Many examples of good and poor photos and how to improve them.

2. You have a problem with your heart. You would prefer that the doctor: Used a plastic model to show what was wrong. \*

- ☐ A. Gave you something to read to explain what was wrong.
- ☐ B. Showed you a diagram of what was wrong.
- ☒ C. Described what was wrong. R

3. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from: \*

- ☐ A. Seeing the diagrams.
- ☐ B. Listening.
- ☐ C. Watching the actions.
- ☒ D. Reading the words. R

4. You are helping someone who wants to go to your airport, the center of town or railway station. You would: \*

- ☐ A. Go with her.
- ☒ B. Tell her the directions. A
- ☐ C. Write down the directions.
- ☐ D. Draw, or show her a map, or give her a map.

8. You are planning a vacation for a group. You want some feedback from them about the plan. You would: \*

- ☐ A. Phone, text or email them.
- ☒ B. Describe some of the highlights they will experience. V
- ☐ C. Use a map to show them the places.
- ☐ D. Give them a copy of the printed itinerary. 1

9. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision? \*

- ☐ A. It is a modern design and looks good.
- ☒ B. Reading the details or checking its features online. R
- ☐ C. Trying or testing it.
- ☐ D. The salesperson telling me about its features.

10. You want to learn a new program, skill or game on a computer. You would: \*

- ☐ A. Talk with people who know about the program.
- ☒ B. Read the written instructions that came with the program. A
- ☐ C. Use the controls or keyboard.
- ☐ D. Follow the diagrams in the book that came with it



11. You have to make an important speech at a conference or special occasion. You would: \*

- ☒ A. Gather many examples and stories to make the talk real and practical. ✓
- ☐ B. Write a few key words and practice saying your speech over and over.
- ☐ C. Write out your speech and learn from reading it over several times.
- ☐ D. Make diagrams or graphs to help explain things.

12. Do you prefer a teacher or a presenter who uses: \*

- ☒ A. Demonstrations, models or practical sessions. K
- ☐ B. Handouts, books, or readings.
- ☐ C. Diagrams, charts or graphs.
- ☐ D. Question and answer talk, group discussion, or guest speakers.

13. You are going to choose food at a restaurant or cafe. You would: \*

- ☒ A. Choose from the descriptions in the menu. K
- ☐ B. Look at what others are eating or look at pictures of each dish.
- ☐ C. Listen to the waiter or ask friends to recommend choices.
- ☐ D. Choose something that you have had there before.

14. You are going to cook something as a special treat. You would: \*

- ☒ A. Cook something you know without the need for instructions. K
- ☐ B. Use a cookbook where you know there is a good recipe.
- ☐ C. Look on the Internet or in some cookbooks for ideas from the pictures.
- ☐ D. Ask friends for suggestions.

15. You have finished a competition or test and would like some feedback. You would like to have feedback: \*

- ☒ A. Using examples from what you have done. K
- ☐ B. Using graphs showing what you had achieved.
- ☐ C. Using a written description of your results.
- ☐ D. From somebody who talks it through with you.
- ☐ Yang lain:

16. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g. riding a bike. You learned best by: \*

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- ☐ B. Diagrams, maps, and charts - visual clues.
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- ☐ D. Written instructions - e.g. a manual or book.

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Google Formulir

$$\begin{array}{rcl}
 V & = & 4 \\
 A & = & 4 \\
 R & = & 4 \\
 K & = & 4 \\
 \hline
 & & 16
 \end{array}$$

UIN SUSKA RIAU



# Student's Questionnaire about Learning style

Please fill in this form

Email \*

wenirahmadani94@gmail.com

Name \*

Weni Rahmadani

Semester \*

Class \*

1. Other than price, what would most influence your decision to buy a new non-fiction book? \*

- ☒ A. It has real-life stories, experiences and examples
- ☐ B. Quickly reading parts of it
- ☐ C. The way it looks is appealing
- ☐ D. A friend talks about it and recommends it

https://docs.google.com/forms/d/1y4FQLUzKxKxEhOC9RTF4UjFVamRemAwjF\_ET\_9gQc/edit#response=ACYDBNH2JnYH8UvXTkhy768PgKbeRp... 1/7

Student's Questionnaire about Learning style

5. A group of tourists wants to learn about the parks or wildlife reserves in your area. You would:

- ☐ A. Give them a book or pamphlets about the parks or wildlife reserves
- ☒ B. Take them to a park or wildlife reserve and walk with them
- ☐ C. Show them maps and internet pictures.
- ☐ D. Talk about, or arrange a talk for them about

6. I like websites that have: \*

- ☒ A. Interesting written descriptions, lists and explanations
- ☐ B. Things I can click on, shift or try.
- ☐ C. Audio channels where I can hear music, radio programs or interviews.
- ☐ D. Interesting design and visual features. 1

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- ☒ A. Clear written instructions with lists and bullet points about what to do.
- ☐ B. Diagrams showing the camera and what each part does.
- ☐ C. A chance to ask questions and talk about the camera and its features.
- ☐ D. Many examples of good and poor photos and how to improve them.

https://docs.google.com/forms/d/1y4FQLUzKxKxEhOC9RTF4UjFVamRemAwjF\_ET\_9gQc/edit#response=ACYDBNH2JnYH8UvXTkhy768PgKbeRp... 3/7

2. You have a problem with your heart. You would prefer that the doctor: Used a plastic model to show what was wrong. \*

- ☐ A. Gave you something to read to explain what was wrong.
- ☐ B. Showed you a diagram of what was wrong.
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3. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from: \*

- ☐ A. Seeing the diagrams.
- ☐ B. Listening.
- ☒ C. Watching the actions.
- ☐ D. Reading the words.

4. You are helping someone who wants to go to your airport, the center of town or railway station. You would: \*

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- ☒ B. Tell her the directions.
- ☐ C. Write down the directions.
- ☐ D. Draw, or show her a map, or give her a map.

https://docs.google.com/forms/d/1y4FQLUzKxKxEhOC9RTF4UjFVamRemAwjF\_ET\_9gQc/edit#response=ACYDBNH2JnYH8UvXTkhy768PgKbeRp... 2/7

8/27/2021

Student's Questionnaire about Learning style

8. You are planning a vacation for a group. You want some feedback from them about the plan. You would: \*

- ☐ A. Phone, text or email them.
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- ☐ C. Use a map to show them the places.
- ☐ D. Give them a copy of the printed itinerary. 1

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- ☐ C. Use the controls or keyboard.
- ☐ D. Follow the diagrams in the book that came with it.

https://docs.google.com/forms/d/1y4FQLUzKxKxEhOC9RTF4UjFVamRemAwjF\_ET\_9gQc/edit#response=ACYDBNH2JnYH8UvXTkhy768PgKbeRp... 4/7

11. You have to make an important speech at a conference or special occasion. You would: \*

- ☐ A. Gather many examples and stories to make the talk real and practical.
- ☐ B. Write a few key words and practice saying your speech over and over.
- ☒ C. Write out your speech and learn from reading it over several times. **R**
- ☐ D. Make diagrams or get graphs to help explain things.

12. Do you prefer a teacher or a presenter who uses: \*

- ☐ A. Demonstrations, models or practical sessions.
- ☒ B. Handouts, books, or readings. **A**
- ☐ C. Diagrams, charts or graphs.
- ☐ D. Question and answer, talk, group discussion, or guest speakers.

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- ☐ A. Choose from the descriptions in the menu.
- ☐ B. Look at what others are eating or look at pictures of each dish.
- ☐ C. Listen to the waiter or ask friends to recommend choices.
- ☒ D. Choose something that you have had there before. **V**

14. You are going to cook something as a special treat. You would: \*

- ☒ A. Cook something you know without the need for instructions. **K**
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- ☐ D. Ask friends for suggestions.

15. You have finished a competition or test and would like some feedback. You would like to have feedback: \*

- ☐ A. Using examples from what you have done.
- ☐ B. Using graphs showing what you had achieved.
- ☐ C. Using a written description of your results.
- ☒ D. From somebody who talks it through with you. **V**
- ☐ Yang lain: \_\_\_\_\_

16. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g. riding a bike. You learned best by: \*

- ☐ A. Listening to somebody explaining it and asking questions.
- ☐ B. Diagrams, maps, and charts - visual clues.
- ☒ C. Watching a demonstration. **R**
- ☐ D. Written instructions - e.g. a manual or book.

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[https://docs.google.com/forms/d/1y4FQLUz2sKxeEhOC9RTF4JFVamRmAwJf\\_ET\\_8gQciedt#response=ACYDBNM2JnYH8UvXTky788PgKbR...](https://docs.google.com/forms/d/1y4FQLUz2sKxeEhOC9RTF4JFVamRmAwJf_ET_8gQciedt#response=ACYDBNM2JnYH8UvXTky788PgKbR...) 5/7

Google Formulir

$$\begin{array}{rcl} V & = & 5 \\ A & = & 4 \\ R & = & 3 \\ K & = & 4 \\ \hline & & 16 \end{array}$$

UIN SUSKA RIAU





**KEMENTERIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU**  
**PASCASARJANA**  
**كلية الدراسات العليا**  
**THE GRADUATE PROGRAMME**

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004  
 Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : [pasca@uin-suska.ac.id](mailto:pasca@uin-suska.ac.id)

Nomor : B-2337/Un.04/Ps/HM.01/08/2021 Pekanbaru, 27 Agustus 2021  
 Lamp. : 1 berkas  
 Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada  
 Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu Prov. Riau  
 Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: AHMAD FAUZAN
NIM	: 21790115722
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2021
Judul Tesis/Disertasi	: Exploring Students' Learning Styles during Online Learning at English Education Department of State Islamic University Sultan Syarif Kasim Riau

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari English Education Department of State Islamic University Sultan Syarif Kasim Riau

Waktu Penelitian: 3 Bulan (27 Agustus 2021 s.d 27 November 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam  
 Direktur,

Prof. Dr. H. Ilyas Husti, MA  
 NIP. 19611230 198903 100 2

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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 State Islamic University of Sultan Syarif Kasim Riau



## SURAT KETERANGAN

Pekanbaru, 27 Agustus 2021

*Assalamu'alaikum Warahmatullah Wabarakatuh*

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa:

Nama	: Ahmad Fauzan
NIM	: 21790115722
Pendidikan	: S2 Pendidikan Bahasa Inggris
Judul Penelitian	: Exploring Students' Learning Styles During Online Learning At English Education Department State Islamic University of Sultan Syarif Kasim Riau

Nama yang bersangkutan di atas di izinkan melakukan penelitian di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan  
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, M.Hum  
NIP.198106112008012017

1. Hak Cipta Dilindungi Undang-Undang
  - a. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.
  - b. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Penelitian hanya untuk kepentingan pendidikan dan penelitian, penulisan karya ilmiah, penyusunan tugas, dan pengumpulan bahan untuk keperluan lain tanpa mengemukakan dan menyebutkan sumber.



## LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

### CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Ahmad Fauzan

ID Number : 21790115722

Date of Birth : September 01, 1991

Sex : Male

Test Form : Paper Based Test

Achieved the following scores on the

#### English Proficiency Test

Listening Comprehension : 62

Structure & Written Expressions : 63

Reading Comprehension : 55

Overall Score : 600

Expired Date : January 19, 2022



The Head of Language Development Center



Mahyudin Syukri, M. Ag

NIP. 19720421 200604 1 003

The Council of Language Development Center



English Proficiency Test® Certificate Provided by

Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.

The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004

HP. 0852 7144 0823 Fax. (0761) 858832

Email : [info@pusat-bahasa.info](mailto:info@pusat-bahasa.info) Website : [pusat-bahasa.info](http://pusat-bahasa.info)



مرکز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية  
Pusat Bahasa Universitas Islam Negeri Sultan Syarif Kasim Riau



STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
LANGUAGE DEVELOPMENT CENTER

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

## شهادة الكفاءة اللغوية

اعطيت الى

Ahmad Fauzan

دفعتر القيد : 21790115722  
الجنس : Male  
المولود : September 01, 1991

### بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 54  
القواعد : 48  
القراءة : 39  
النتيجة : 470

مستعملة حتى : November 17, 2022



Arabic Proficiency Test® Certificate Provided by  
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.

The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823

Email : info@pusat-bahasa.info Website : pusat-bahasa.info



محى الدين شكرى  
رئيس مركز ترقية اللغة





Hak Cipta Dilindungi Undang-Undang



© Hak cipta UIN Suska Riau

UIN SUSKA RIAU

# KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA	AHMAD FAUZHAN
NIM	21790115522
PROGRAM STUDI	PAI
KONSENTRASI	PGI
PEMBIMBING I / PROMOTOR	Dr. Nur Aisyah Zulkifli, M.Pd
PEMBIMBING II / CO PROMOTOR	Dr. Burhan, S.Pd, M.Pd
JUDUL TESIS/DISERTASI	Exploring Students Learning Styles Testing Online Learning at English Education UIN Suska Riau

PASCASARJANA  
UNIVERSITAS ISLAM NEGERI  
SULTAN SYARIF KASIM RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

# KONTROL KONSULTASI PEMBIMBINGAN TESIS / DISERTASI

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Pembimbing / Promotor *	Keterangan
1.	21/8	Proposal Theory		
2.	10/8	Instrument		
3.	16/8	Data Presentation		
4.	17/8	Data Analysis		
5.	23/8	Finding & Discussion		
6.	26/8	ACC Munqosah		

Catatan :

\*Coret yang tidak perlu

Pekanbaru, 28/08-2021

Pembimbing I / Promotor\*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Pembimbing / Promotor *	Keterangan
1.	2/8	Proposal Theory		
2.	13/8	Instrument		
3.	16/8	Data Presentation		
4.	19/8	Data Analysis		
5.	23/8	Finding & Discussions		
6.	26/8	ACC untuk MUNAQSAH		

Catatan :

\*Coret yang tidak perlu

Pekanbaru, 28/08-2021

Pembimbing II / Co Promotor\*





KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA  
NIM

Ahmad Fauzan  
21790115722

PROGRAM

Pasca Sarjana UIN Suska Riau

PRODI

Pendidikan Agama Islam

KONSENTRASI

Pendidikan Bahasa Inggris

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu 16-1-2019	A comparison between the effect of using spelling bee games and Sves (Stephens) vocabulary elaboration strategy to increase the students' vocabulary mastery of the seventh grade at SMPN 1 Bantan in Bengkalis Regency		Leni Nurpitasi
2	Rabu 16-1-2019	The effect of using graffiti strategy and Prior knowledge on students' reading comprehension at the eight grade of Junior High School Tunas Karya Pekanbaru		Rafiqah Putri
3	Rabu 16-1-2019	Incorporating Islamic value into teaching of English (analysis study on English textbook "This is the way holistic English")		Edi Setiawan
4	Rabu 16-1-2019	The implementation of English club activities among the students in University of Riau		Riski Mardhabillah
5	Rabu 16-1-2019	A comparative study using classwide peer tutoring technique and students' team achievement deviation technique on Reading comprehension at state senior high school 1 Tualang Siak		Sumita Erika

Pekanbaru, 16 - 01 - 2019  
Direktur,

UIN SUSKA RIAU

Prof. Dr. Afrizal, M, MA  
NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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## CURRICULUM VITAE



### I. Personal Identity

Name : Ahmad Fauzan  
 Place, Date of Birth : Pekanbaru, September 1<sup>st</sup> 1991  
 Gender : Male  
 Address : JL. Rajawali Sakti III No.80 Pekanbaru  
 Religion : Islam  
 Nationality : Indonesia  
 Marital Status : Single  
 Phone Number : 082384440037  
 Email : [pawzzan46@gmail.com](mailto:pawzzan46@gmail.com)

### II. Education Background

1. SD (Elementary School) : SDN 009 Pekanbaru (1998-2004)  
 2. SMP (Junior High School) : SMP As-Shofa Pekanbaru (2004-2007)  
 3. SMA (Senior High School) : SMAN 4 Pekanbaru (2007-2010)  
 4. Sarjana/S1 (Bachelor Degree) : UIN SUSKA Riau (2010-2014)  
 5. PascaSarjana/S2 (Postgraduate) : UIN SUSKA RIAU (2017-2021)

### III. Job Experience

1. PPL at MA Muhammadiyah Pekanbaru (2013)  
 2. Light Private Course Pekanbaru (2015-2016)  
 3. Private teacher door to door (2017-2020)



#### IV. Skills

Language  
Computer

: Indonesian and English

: Microsoft Office, Social Media, Windows Operating System

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

